

Guide

**Carl D. Perkins
Vocational and Technical
Education Act of 1998**

**Secondary Vocational and
Technical Education**

2004-2005 Carl Perkins Basic Grant Application

PL 105-332

Application Due: March 1, 2004



**Wisconsin Department of Public Instruction
Elizabeth Burmaster, State Superintendent
Madison, Wisconsin**

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State of Wisconsin Department of Public Instruction

Elizabeth Burmaster, State Superintendent

January 2004

To the recipients of the federal Carl D. Perkins Vocational and Technical Education Act of 1998:

As leaders in educational initiatives that address academic and technological literacy, it is our duty to leverage programs such as the Carl Perkins Act to create even more opportunities for youth. The Carl Perkins Act has served as the foundation for state and national reform efforts such as Tech Prep and School to Work. Under your leadership, Wisconsin has established a strong commitment to continuously improve opportunities for youth. Federal Carl Perkins funding serves as a catalyst for change and an opportunity to ensure equity and quality for all youth.

The 2004-2005 Carl Perkins application process will challenge you to again focus resources, plan for program sustainability, create solutions for student access, and achieve higher academic achievement for all students.

Our team at the department is ready to assist you in implementing all aspects of your plan and will provide direction for their respective discipline.

I am grateful for all the support and recommendations you have provided in the past and hope that you will see this as an opportunity for all of us to work together to build a strong future for Wisconsin's career and technical education.

Sincerely,

Ann M. Westrich, Acting Director
Career and Technical Education Team

AMW:mb

About the Guide

Chapter 1 provides information on major federal requirements and state policies required of state agencies that directly affect *local eligible recipients* as applications are developed.

Chapter 2 describes the federal purpose, federal requirements, availability of funding, planning figures, and application outline for Title I, Part B—State Provisions (State Leadership, State Institutions). State correctional institutions and state institutions that serve individuals with disabilities are eligible to receive assistance under this law.

Chapter 3 describes the federal purpose, federal requirements, availability of funding, planning figures, and application outline for Title I, Part C—Local Provisions (Distribution of Funds to Secondary Programs, Formula Allocation). Local school districts/consortiums are eligible to receive assistance under this law.

Chapter 4 describes the federal purpose, federal requirements, availability of funding, and application outline for Title I, Part C—Local Provisions (Distribution of Funds to Secondary Programs—10% State Reserve). Local school districts/consortiums are eligible to receive assistance under this law.

Chapter 5 provides directions to complete the respective application, modification, and claim forms.

Chapter 6 identifies the 2004-2005 Carl Perkins Application/Monitoring/Fiscal Due Dates.

Chapter 7 provides the monitoring process for 10% State Reserve grants.

History/Current Status of the Act

The passage of the Carl D. Perkins Vocational and Technical Education Act of 1998 (hereafter cited as CPA III) provides secondary and post-secondary vocational and technical education programs with federal assistance for a five-year period, from **July 1, 1999-June 30, 2004**.

July 1, 2004–June 30, 2005

The current authorization of the Carl Perkins Act ended on September 30, 2003. However, at the time of publishing this guide, Congress had not undertaken action to reauthorize the Perkins Act. The Department of Public Instruction expects the federal government to extend the current authorization and Wisconsin's State Plan for another year; i.e., FY '05.

The purpose of CPA III is “to develop more fully the academic, vocational, and technical skills of secondary students and post-secondary students who elect to enroll in vocational and technical education programs, by—

- 1) building on the efforts of states and localities to develop challenging academic standards;
- 2) promoting the development of services and activities that integrate academic, vocational, and technical instruction, and that link secondary and post secondary education for participating vocational and technical education students;
- 3) increasing state and local flexibility in providing services and activities designed to develop, implement, and improve vocational and technical education, including tech prep education; and
- 4) disseminating national research, and providing professional development and technical assistance, that will improve vocational and technical education programs, services, and activities.”

Wisconsin's State Plan under CPA III

To receive CPA III funds, individual states develop state plans that are based on the first three points, as stated above, *state Plan Goals*, *core indicators*, *state adjusted levels of performance*, as well as other specific requirements. (Point four is addressed through National activities—Section 114.)

These state plans are reviewed and approved by the U.S. Department of Education (USDOE). Following this approval, Wisconsin's secondary schools *apply* for federal funds **to improve vocational and technical education programs** through the development and submittal of an application and corresponding budget based on Wisconsin's State Plan for use of the federal funds.

Of the options available to states, Wisconsin chose to develop a "one-year transition" plan for FY '00 (July 1, 1999 - June 30, 2000). A transition plan includes only the following portions of a total state plan: a) plan for use of federal funds, b) *core indicators* and *state adjusted levels of performance*, and c) Tech Prep.

On March 31, 2000, Wisconsin submitted a comprehensive plan for the next four years of the act, i.e., July 1, 2000-June 30, 2004. The four-year plan includes a) planning, coordination, and collaboration prior to plan submission, b) program administration (plan for use of federal funds), c) accountability and evaluation (*core indicators* and *state adjusted levels of performance*), d) special populations and other groups, e) Tech Prep, f) financial requirements, and g) EDGAR (Education Department General Administrative Regulations) certifications. Wisconsin received approval of the state plan, including the accountability portion, by October 1, 2000.

A public hearing is required as part of the planning, coordination, and collaboration prior to plan submission. In order to meet the deadline date for plan submission to the Department of Education, the public hearing was held in December 1999.

Wisconsin's State Plan Goals and Objectives

The Department of Public Instruction (DPI) is required to focus CPA III funds on improving vocational and technical education programs. Based on state initiatives, federal and state legislation, and other education reform efforts, applicants must develop projects that give priority to the *State Plan Goals*. The state goals are curriculum-based efforts that are needed by youth to obtain high-skill, high-wage employment.

Goal 1: Provision of vocational and technical education, especially work-based learning, to all people and groups equally and without discrimination.

Objectives

- 1.1. To develop and implement broad-based curriculum and instruction that is directed toward meeting the needs of an increasingly more diverse student population, utilizing DPI content standards, industry skill standards and career development strategies.
- 1.2. To assess and identify the career interests of individual students and provide career counseling resulting in access to educational and career programs related to student interest and proficiency.
- 1.3. To provide students with a wide variety of school supervised work experiences (resulting in better educated, more fully developed members of society) including certified skills cooperative education, youth apprenticeship, industry skill certified programs, and career and employability skills programs.
- 1.4. To provide equal opportunity and support services for learners in special populations and minorities to succeed in the total vocational education program.

Goal 2: Development of vocational and technical education that continually and systematically respond to the trends and demands of the marketplace.

Objectives

- 2.1. To develop tech prep and youth apprenticeship program competencies that are reflective of the labor market.
- 2.2. To assist teachers in developing professional and instructional competence reflective of current and future labor market needs.
- 2.3. To provide students with multiple, relevant, and up-to-date experiences which will assist in entering the workplace in the area of their preparation and/or to succeed in post-secondary experiences.

Goal 3: Amplification and expansion of the “whole person” concept of education within vocational and technical education.

Objectives

- 3.1. To emphasize the mission of the total educational system to develop the “whole person” in each student.
- 3.2. To provide opportunities for students to develop a foundation of educational competence related to family, work, and community life.
- 3.3. To expand educational opportunities for students to develop leadership, personal, and interpersonal skills through career and technical student organizations as well as other educational opportunities.
- 3.4. To provide opportunities for students to develop academic and technical competencies reflective of the knowledge, attitudes, and skills desired in the labor market.

Goal 4: Elevation and extension of standards of excellence in classroom and laboratory instruction, supervised experiences, and student organizations.

Objectives

- 4.1. To develop strategies which organize educational experiences and to emphasize educational and occupational options in connection with the Education for Employment standard.
- 4.2. To encourage academic and technical skill development integration of the total educational program.
- 4.3. To provide vocational education programs organized on broad career/occupational clusters and integrate academic competencies.
- 4.4. To provide vocational programs that develop general, transferable competencies that facilitate students’ abilities to utilize a wide range of state-of-the-art technologies.

Goal 5: Provision of leadership and cultivation of strong partnerships in the total educational system and with business, industry and labor.

Objectives

- 5.1. To provide leadership efforts to develop coordinated secondary and post-secondary articulation which facilitate student transition into any WTCSB district or program.
- 5.2. To promote and assist development of partnerships between education, business, industry and labor which result in educational systems becoming and remaining current.
- 5.3. To encourage development of collaborative efforts of instructors and related personnel which integrate academic and vocational education in secondary schools and with the post-secondary level.

These goals/objectives are to assist local school districts/consortiums in establishing a common vision for vocational and technical education in Wisconsin. Supporting initiatives such as school to work, youth apprenticeship, and tech-prep have led to systemic changes in the delivery of vocational and technical education. The *2000-2004 Carl Perkins State Plan* supports this type of program improvement and reinforces through program delivery expanded work-based learning opportunities, connecting secondary and post-secondary education, and fostering student participation in vocational and technical education.

Federal Requirements and State Policies for Eligible Recipients

Chapter 1 provides information on major federal requirements and state policies required of state agencies which directly affect local eligible recipients as CPA III funding applications are developed. Additional sources of information regarding various specific topics are identified as appropriate.

Size, Scope and Quality

Federal Requirement: A local eligible recipient must “provide services and activities that are of sufficient size, scope, and quality to be effective.”

State Policy: School districts/consortiums must **focus or concentrate** the use of these funds in order to ensure that the achievement of measurable student outcomes are capable of demonstrating **significant** (in terms of *size, scope and quality*) impact in the improvement of quality vocational and technical programs. {*Size, scope, and quality* are not defined by the United States Department of Education (USDOE.)}

Integrate Academic and Vocational and Technical Instruction

Federal Requirement: CPA III requires **strengthening of academic and vocational and technical components** of vocational and technical programs **through** integration of core academics and vocational and technical subjects **through** a coherent sequence of courses.

State Policy: School districts/consortiums must **focus or concentrate** the use of these funds in order to ensure integration occurs through a “coherent sequence of courses.” Coherent sequence of courses means integrated learning that reflects academic and vocational and technical education. Achievement in skills and knowledge is based on application as well as theory.

Participation of Parents, Students, Teachers, Representatives of Business and Industry/Labor Organizations/Special Populations in Local Decisions

Federal Requirement: CPA III requires “parents, students, teachers, representatives of business and industry/labor organizations/special populations be involved in the development, implementation, and evaluation of vocational and technical education programs” and “be effectively informed about, and assisted in understanding the requirements of Title I of the act.”

State Policy: One of the questions included in the *2004-2005 Carl Perkins Basic Grant Application* **requires** a description of practices currently in place to meet this requirement. School districts/consortiums must not wait until **after** funding decisions have been made to involve these groups! By then, involvement is only a token effort and does not meet the intent of Congress.

Special Populations

Federal Requirement: CPA III requires school districts to describe how programs are designed to enable special populations to meet the *state adjusted levels of performance* and how programs are reviewed including the identification and adoption of strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs for special populations.

State Policy: Participation of *special populations* in vocational and technical education programs **begins with** definition and identification of *special populations*. The next step is to identify and adopt strategies to overcome barriers that result in lowering rates of access or success of *special populations* in vocational and technical education programs.

DPI liaison consultants will not be able to approve applications until *Section IIB—Enrollment and Trends* is completely filled out **for each** participating school district. The absence of complete information on *Section IIB—Enrollment and Trends* would suggest that an applicant has not yet adequately defined/identified students from *special populations* nor addressed barriers.

One of the questions included in the *2004-2005 Carl Perkins Basic Grant Application* **requires** a description of strategies to overcome barriers that result in lowering rates of access to or lowering success of *special populations* in vocational and technical education programs. In addition, a description of how the applicant “will provide programs that are designed to enable *special populations* to meet the *state adjusted levels of performance*” is **required**.

Nondiscrimination of Special Populations

Federal Requirement: CPA III requires school districts to describe how individuals who are members of the special populations will not be discriminated against on the basis of their status as members of the special population.

State Policy: Wisconsin prohibits pupil nondiscrimination through statute 118.13 and PI 9 of the Administrative Code. One of the questions included in the *2004-2005 Carl Perkins Basic Grant Application* **requires** a description of “how individuals who are members of *special populations* will not be discriminated against on the basis of their status as members of *special populations*.”

Accountability

Federal Requirement: CPA III requires states to develop *core indicators* and measure progress annually of local educational agencies. States must also establish statewide levels of performance.

State Policy: The following information describes these requirements and how DPI will implement these provisions of the act.

Core Indicators

Wisconsin must “establish performance measures, with input from local recipients of funds that include *core indicators* consisting of, at a minimum, the following:

- attainment of challenging academic, vocational, and technical standards;
- attainment of a secondary diploma or equivalency, skill certificate, or post-secondary degree or credential;
- placement in further education or training, employment, or military service; and
- completion of program for nontraditional training and employment.”

The proposed core indicators will be used for developing your *2004-2005 Carl Perkins Basic Grant Application*. DPI modified the VEERS system as the means to meet the new accountability provisions of the act. Workshops were held to assist school districts in making this transition. (Refer to *Appendix B* for a more detailed description of this transition.)

State Adjusted Levels of Performance

DPI must establish **and** include in Wisconsin’s State Plan levels of performance for the *core indicators*. This may be expressed **in** percentage or numerical form **and** require continual improvement.

The set of levels will apply to the first **two** years of the five-year State Plan (July 1, 1999 - June 30, 2001). Although DPI has chosen to submit a “one-year transition plan,” the Wisconsin’s *state adjusted levels of performance* apply to the first **two** years of the act.

Prior to the third program year, agreement must be reached on levels for years 3, 4, and 5 of the State Plan (July 1, 2001 - June 30, 2004). The agreement between the Secretary of the USDOE and Wisconsin must take into account how the state’s level of performance compares to other states. Negotiations were held during spring 2001.

DPI must submit a report to the Secretary of the USDOE **each** year regarding **progress** in achieving the performance levels, **including** the performance of *special populations*. The Secretary is required to make state-by-state comparisons and to issue a report to Congress and the public. This information is part of the mandated Consolidated Annual Report (CAR).

The proposed core indicators will be used for developing your *2004-2005 Carl Perkins Basic Grant Application*. DPI modified the VEERS system as the means to meet the new accountability provisions of the act. Workshops were held to assist schools districts in making this transition. (Refer to *Appendix B* for a more detailed description of this transition.)

Distribution of Funds to Secondary Schools

Federal Requirement: Beginning in 2001-02, 85 percent of the moneys appropriated to states must go to *local educational agencies*.

The state shall distribute the portion of funds made available under Section 112(a)(1) to *local education agencies* as follows:

- (1) “30 PERCENT—30 percent shall be allocated to such local educational agencies in proportion to the number of individuals aged 15 through 19, inclusive, who reside in the school district served by such local educational agency for the preceding fiscal year compared to the total number of such individuals who reside in the school districts served by all local educational agencies in the state for the preceding fiscal year.
- (2) 70 PERCENT—70 percent shall be allocated to such local educational agencies in proportion to the number of individuals aged 15 through 19, inclusive, who reside in the school district served by such local educational agency from families with incomes below the poverty line...for the fiscal year for which the determination is made compared to the number of such individuals who reside in the school districts served by all the local educational agencies.”

State Policy: Based on options available to states, which were provided in a USDE program memorandum, DPI has chosen to use Title I population for (2) and K-12 public school enrollment for (1). This formula more effectively targets funds on the basis of poverty and treats districts more equitably. Please note: the 2000 Census data was used for calculating Title I figures for 2004-05.

Minimum Allocation

Federal Requirement: “A *local educational agency* shall not receive an allocation” under Title I, Part C (Formula Allocation) “unless the amount allocated is greater than \$15,000.” A *local educational agency* may enter into a consortium with other local educational agencies or a *Cooperative Education Service Agency* (CESA) for purposes of meeting the minimum allocation requirement of CPA III.

CPA III requires that consortiums formed to meet this requirement are “mutually beneficial to all members of the consortium” and “funds may not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium.” To be successful, consortiums must consist of much more than a financial relationship.

State Policy: If the calculation results in the allocation falling below \$15,000, the *local educational agency* must form a consortium. (Refer to *Consortiums* on the next page for more detail.)

During this funding cycle, it is required that each consortium, whether it is a 66.30 or a CESA arrangement, must include two completed originals of **one** consortium member's contract with the application. In addition, the fiscal agent of the consortium will certify by signature that **all** participating school districts completed this requirement and copies of completed contracts are **on file** with the fiscal agent of the consortium.

Limited Jurisdiction Agencies

Federal Requirement: CPA III prohibits *local educational agencies* that serve only elementary schools from receiving assistance.

State Policy: As in CPA I and II, allocation of funds to K-8 school districts is prohibited and these funds shall be given to the school district that provides secondary school services in the same attendance area.

The formula is based on the number of students that entered such secondary schools in the previous year from the elementary schools involved.

Special Rule

Federal Requirement: Secondary schools funded by the Bureau of Indian Affairs within the state are also eligible to receive a distribution under this Title.

State Policy: These schools are highlighted in *Chapter 3, Guidelines for Preparing a 2004-2005 Carl Perkins Basic Grant Application*.

Redistribution of Funds

Federal Requirement: Section 131(d)(3) of CPA III requires any unallocated monies be redistributed to participating *local educational agencies*.

State Policy: DPI policy is to reallocate such amounts on an annual basis. The 2004-2005 reallocation will occur in September 2004.

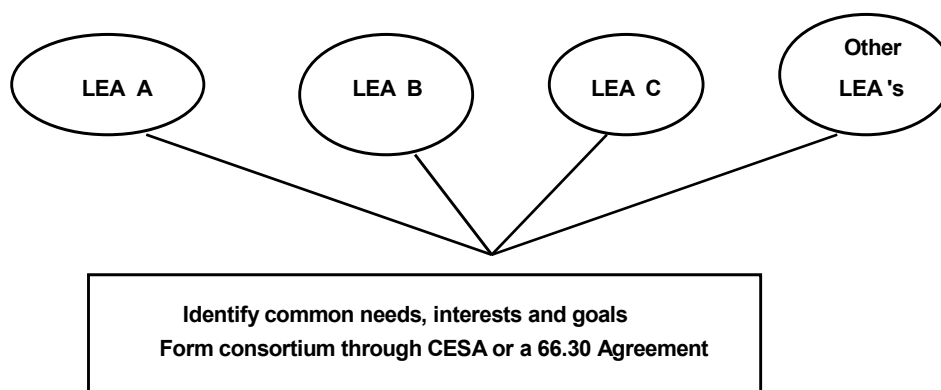
Reallocation funds are generated from school districts electing not to participate **and** unexpended funds from participating school districts that constitute "carryover" funds. Given this means of reallocation, it is DPI's further policy that school districts that declined participation in this program during the regular application cycle will **not** be allowed to participate until the next application cycle.

Consortiums

Federal Requirement: Section 131(d)(1) of CPA III allows a *local educational agency* to enter into a consortium with other local educational agencies for purposes of meeting the minimum allocation requirement. CPA III intends that consortiums be associations or partnerships built upon **common program improvement needs**. To be successful, consortiums must consist of much more than a financial relationship.

State Policy: Title I, Part C, dollars each participating school district generates for a consortium **lose** individual school district identity once the consortium is formed; therefore, funds cannot be subgranted back to the individual school districts. (Refer to aforementioned *Minimum Allocation* above.)

This diagram shows how school districts **must** identify common needs and goals in forming a consortium through **CESA contract for services or a 66.30 agreement**.



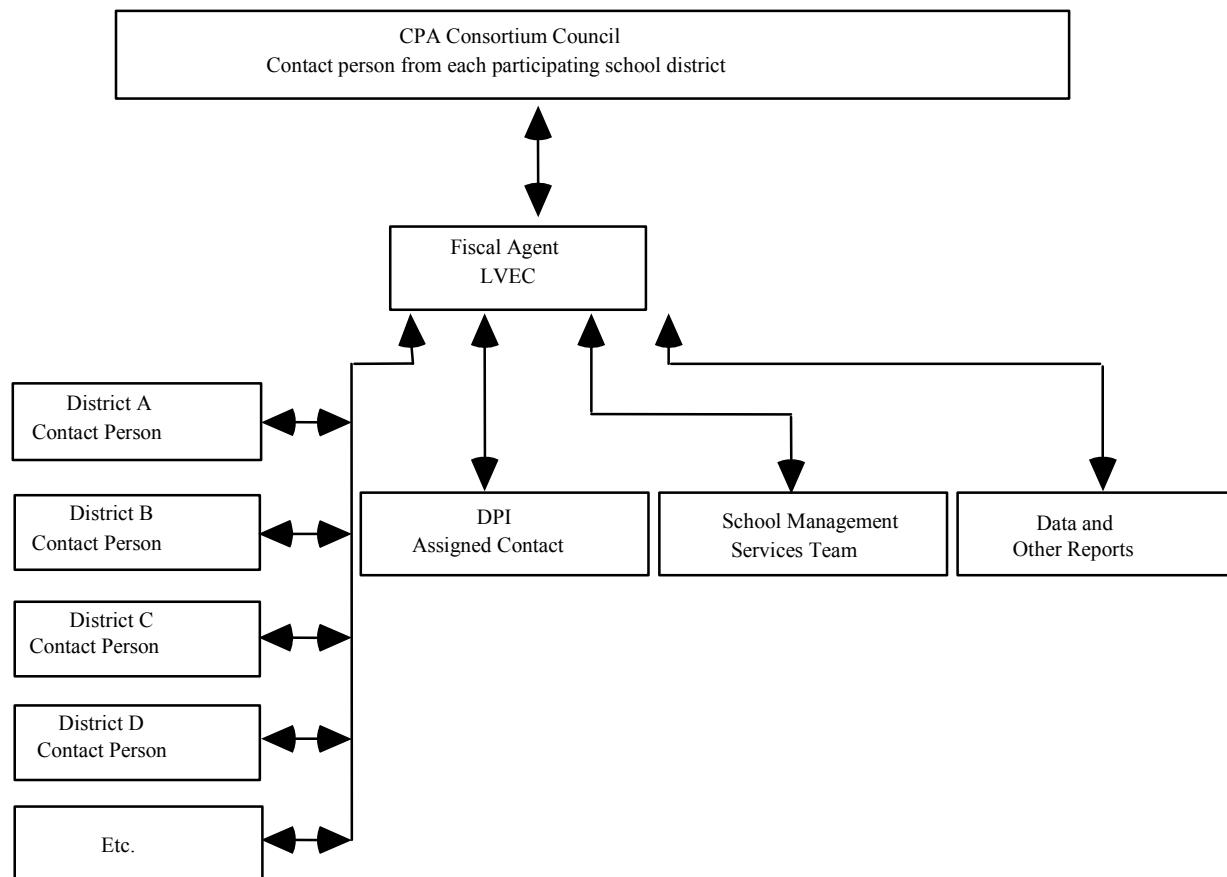
Establishing a Carl Perkins Consortium

Example: Under the formula for the distribution of funds to secondary vocational and technical education programs, three school districts receive an estimated allocation of \$5,000 each (which is less than the \$15,000 *minimum* grant amount for **each** school district). The school districts form a consortium to submit an application for Title I, Part C, funds. One of the school districts or a CESA is designated as the fiscal agent for the consortium. The consortium operates for the benefit of all participating school districts. **The fiscal agent of the consortium may not subgrant back to the participating school districts.**

The Department of Public Instruction established a Fiscal Agent Policy. To bring Carl Perkins funding in alignment with this policy, the contracting portion of the Carl Perkins Basic Grant application form (PI-1303) has been revised. Therefore, all consortiums will be required to submit new contracts for 2004-05. The Fiscal Agent Policy can be found in *Appendix M* of this guide.

School districts must enter into a consortium agreement through a *Contract for a CESA Services Agreement* or a *Contract for a 66.30 Agreement*. NOTE: a completed contract for **one** of the participating school districts is included as part of the *2004-2005 Carl Perkins Basic Grant Application*. Depending on the local situation, the contract may be for one, two, three, or four years in duration. **By signature**, the fiscal agent administrator will certify that signed contracts are on file with the fiscal agent administrator. Due to the anticipated continuing resolution, it is strongly recommended that only a one-year contract be issued for 2004-05.

Participating school districts should identify any liabilities a school district might incur if a school district drops out of the consortium. The contracts should also reference the adherence to all provisions of CPA III. (*See Appendix C* for a sample school board resolution.) In order to facilitate the entire process of planning, application, and implementation of CPA III funds, this model is provided for local use and does not need to be submitted to DPI as part of the application process.



CPA Consortium Council

Changes in Carl Perkins Consortium Members

Local applications are required to cover a planning period coterminous with *Wisconsin's State Plan for Vocational and Technical Education*. (Note: Changes in a consortium can only occur between fiscal years following the annual deadline in the required contract formats.) In the event that a consortium determines that it is not in its best interests for a school district to remain in the consortium and/or a school district determines that it is not in its best interests to remain in the consortium, a school district may secede from the consortium by completing the following steps:

1. The withdrawing school district must apply to the fiscal agent of the consortium to cease its membership in that consortium, including rationale for leaving the consortium.
2. The fiscal agent of the consortium, in consultation with the remaining member districts, reviews the request to determine if the school district's withdrawal will adversely affect the remaining members.
3. It is recommended that negotiations take place locally among the consortium members prior to the written response being sent to the withdrawing school district.
4. The fiscal agent of the consortium would submit an application for FY' 05 (July 1, 2004-June 30, 2005) that reflects the withdrawal of the school district. It should be noted that the withdrawing school district's formula allocation goes **a)** with that school district to another consortium, or **b)** to that school district alone should it qualify for the minimum \$15,000, or **c)** is reallocated statewide to the school districts which applied for funding.

The State Consortium Appeal Process

The withdrawing school district(s) may file an appeal with the State Superintendent.

The appeal process is as follows:

1. The withdrawing school district requests a hearing to review the decision of the consortium with the State Superintendent. The request must be in writing and submitted to the State Superintendent within thirty (30) days after the withdrawing school district(s) received notice of the action. The request must identify the action for which the hearing is desired.
2. Within thirty (30) days of receipt of a request for hearing, the State Superintendent will notify the withdrawing school district(s) in writing of the time and place of the hearing.
3. State Superintendent or designee will conduct the hearing. The hearing will be recorded and minutes or a transcript will be made. Within ten (10) days of the hearing, the withdrawing school district(s) will be informed in writing of the action taken on its appeal and the reasons therefore.

Summary—Consortium Guidelines

- All consortiums must utilize the **required** 66.30 or CESA contract format. (If the local contract includes the same language as the DPI contract, it may be used instead of the DPI contract. Caution: review the language carefully to ensure that the provisions covered in the local contract do not conflict with the language in the DPI contract.)
- The *CPA Consortium Council* made up of a representative of each participating school district must meet to identify common needs, interests, and goals that can be addressed through a consortium Carl Perkins application.
- Each participating school district will assign a DPI-certified vocational education contact person to act as a liaison to the fiscal agent LVEC. Both will be members of the *CPA Consortium Council*.
- Each school district is responsible to participate in planning and implementation of the project and to provide the required data and reports to the fiscal agent.
- Each school district must be involved in all activities being funded with the consortium's CPA funds.
- Each consortium's fiscal agent must employ a **certified** Local Vocational Education Coordinator (LVEC) and this individual must provide leadership in the planning and implementing of the *2004-2005 Carl Perkins Basic Grant Application*.
- The certified LVEC employed by the consortium's fiscal agent will be the direct liaison person with the assigned DPI consultant. (A list of *CPA Liaison Consultants* is located in *Appendix D*.)
- The fiscal agent LVEC will inform participating school districts of the required data and reports and will compile and submit materials to DPI.
- Capital outlay and non-capital outlay must be purchased by the fiscal agent. Equipment purchased remains the property of the consortium. The fiscal agent will develop a plan for final disposition of equipment, facilities, and materials. This fiscal agent can lease a piece of equipment that is housed/used at one of the participating districts. Similar to final disposition of equipment, the fiscal agent will develop a plan for termination of leases for the consortium.
- The participating district can bill the fiscal agent for salary and fringe benefits of subs and school district personnel included in the CPA application. (This eliminates the need for the CPA budgeted staff and subs to have two employers in a given fiscal year; i.e., the fiscal agent and the participating district.)
- Consortium agreements are assumed to be for the local planning period and are governed by the aforementioned contract.

Improvement Plans

Federal Requirement: CPA III has various program evaluation and improvement requirements **and** includes federal sanctions.

State Policy: The following information describes these requirements and how DPI will implement these provisions of the act.

State Program Improvement Plan

If DPI fails to meet the *State adjusted levels of performance* described in Wisconsin's State Plan, it must develop and implement a *State Program Improvement Plan*. This activity must occur **the first program year succeeding the program year in which it failed** to meet the *State adjusted levels of performance* in order to avoid a sanction.

Local Evaluation

Using the *State adjusted levels of performance*, DPI must evaluate annually the vocational and technical education activities of each school district (or each school district within a consortium) receiving funds under Title I of the act. As stated earlier in this document, DPI modified the VEERS system to meet the new accountability provisions of the act. The **revised** VEERS system will also be the means to meet the improvement plan requirement of the act.

For the 2004-2005 *Carl Perkins Basic Grant Application*, the *Program Evaluation and Improvement* section has been modified to tie the strategies the school district will use to bring the district into compliance with the project activities identified in *Section III, Local Project Plan for Use of CPA Funds*, of the application.

Local Improvement Plan

If, after reviewing the local evaluation, DPI determines that a school district is not making substantial progress in achieving the *State adjusted levels of performance*, it must

1. conduct an assessment of the educational needs that the school district must address in order to overcome local performance deficiencies;
2. enter into an improvement plan based on the assessment which must include instructional and other programmatic innovations of demonstrated effectiveness and, where necessary, strategies for appropriate staffing and staff development; and
3. conduct regular evaluations of the progress being made toward reaching the *State adjusted levels of performance*.

For the 2004-2005 *Carl Perkins Basic Grant Application*, the *Program Evaluation and Improvement* ties the strategies the school district will use to bring the district into compliance with the project activities identified in *Section III, Local Project Plan for Use of CPA Funds. Section V (Program Evaluation and Improvement)* of the 2004-2005 *Carl Perkins Basic Grant Application*, addresses numbers 2 and 3 above.

Sanctions

The Secretary of the USDOE may withhold all or a portion of funds from Wisconsin if there is

- failure to meet the *State adjusted levels of performance*,
- failure to implement DPI's *State Program Improvement Plan*,
- failure to show improvement within one year after implementing DPI's *State Program Improvement Plan*, or
- failure to meet the *State adjusted levels of performance* for two or more consecutive years.

The secretary may use the funds resulting from reduced allotments to give to another entity within the state to provide the services and activities meeting the purpose of the act **or** reallocate to the other states.

Wisconsin's LVEC Requirements

Federal Requirement: none.

State Policy: After careful consideration of State Plan Goals and initiatives and in conjunction with input from the field, the following are the required LVEC policies:

1. An LVEC is required for each and every public school district funding application.

2. This requirement applies regardless of sole district or consortium status for eligible recipients seeking Carl Perkins funding. **The LVEC must be:**
 - **DPI certified with either the normal five-year or the one-year emergency license (Number 65),**
 - **an employee of the fiscal agent, and**
 - **participate in the planning and implementation of *Local Project Plan*.**
3. Consortium applications must describe the model and strategies to be utilized for the delivery and leadership coordination of consortium activities. Each local district involved in a consortium must designate a district-employed, DPI-certified vocational education staff person to serve as liaison to the consortium. (Note: Exceptions to the local staff being a vocational education certified staff person will be granted based on a local school district's written justification as to why another staff position is necessary.)

PI-34 (Teacher Education Program Approval and Licenses) statutes are operational July 1, 2004. DPI plans to collapse three of the Program Coordinator licenses (Education for Employment, LVEC, and School to Work) into one license called the Career and Technical Education Program Coordinator. Individuals who possess this license will also meet the LVEC requirement outlined above.

DPI Applicant Appeal Procedures

Federal Requirement: states are required to establish an applicant appeal procedure.

State Policy: The following steps are for use by an applicant seeking to appeal a DPI decision which the applicant believes is adverse to its interests or by parents, students, teachers, or area residents wishing to appeal state or local decisions that influence the character of programs affecting its interests:

1. Appeals are to be filed with the State Superintendent within thirty (30) days of the action being appealed. The request must be in writing and must identify the action being appealed.
2. Within twenty (20) days of the appeal, the State Superintendent or designee will notify the appellant in writing of the time and place at which the DPI will hold a hearing on the appeal.
3. The State Superintendent or designee will conduct the hearing. The hearing will be recorded and minutes or a transcript will be made. Within ten (10) days of the hearing, the appellant will be informed in writing of the action taken on the appeal and the reasons therefore.
4. Copies of all appeals, findings, etc., will be maintained in the office of the Grant Manager in the Career and Technical Education Team within the DPI.
5. If an appellant is not satisfied with the final decision of the DPI regarding an appeal, the applicant may appeal the decision to the Secretary of the USDOE. Federal regulations require that such an appeal must be filed with the Secretary within twenty (20) days after the appellant was notified by DPI of its decision.

State Institutions—Guidelines for Preparing a 2004-2005 Carl Perkins Basic Grant Application

Title I, Part B—State Provisions (State Leadership, State Institutions)

General Information

State institutions are eligible to receive assistance under this law. This chapter describes the federal purpose, availability of funding, planning figures, and application outline.

Six Considerations to Think About While Preparing the 2004-2005 Carl Perkins Basic Grant Application

As local school districts/consortiums begin to identify, review, or revise goals and subsequently identify and plan specific activities, remember that there are **at least six** planning considerations that must influence thinking. These include:

1. The federal purpose and requirements of the CPA III,
2. Wisconsin's State Plan/Goals for implementing the Act,
3. What the *Local Profile* shows,
4. What parents, students, teachers, and representatives of business and industry/labor organizations/special populations suggested,
5. What the evaluation of last year's project suggested, and
6. What the 2002 *District Profile* indicated for the core indicators and Wisconsin State Initiatives.

The goal of CPA III is program improvement of vocational and technical education programs. The federal provisions represent the **limits or boundaries** that determine the specific form a project can take.

Wisconsin's *State Plan Goals* focus on the implementation of vocational and technical education. (These goals and related objectives are included in Chapter 1.) *State Plan Goals* **must** influence the 2004-2005 Carl Perkins Basic Grant Application activities. The *Local Profile* (the third consideration) and the input received from parents, students, teachers and representatives of business and industry/labor organizations/special populations (the fourth consideration) may have resulted in the identification of a more compelling local or regional need. If an application focuses on some goals that do not complement the *State Plan Goals and Objectives*, the applicant must explain on what basis these local or regionally determined needs are more compelling. It would be advisable to communicate with DPI's CPA Liaison Consultant **during** this deliberation and **before** finalizing the selection of activities that do not relate to Wisconsin's *State Plan Goals*. The 2004-2005 Carl Perkins Basic Grant Application must be related to **ongoing program improvement for vocational and technical education programs**. The program improvements made last year ought to be related to the program improvements planned for next year. The applicant should attempt to explain how what is planned for next year **builds** upon what is being done this year (the fifth consideration).

Local school districts or consortiums are **required** to review the FY '02 *Secondary Vocational Education District Profile* (the sixth consideration) to address those measures in which the school district is in noncompliance. In the case of a consortium, **each** of the school districts involved would have a *District Profile* and the **consortium** would need to address noncompliance items related to the core indicators and Wisconsin Initiatives. The FY '02 *District Profile* is available on the DPI website at <http://www.dpi.state.wi.us/dpi/dlsis/let/veersprofiles.html>.

Federal Purpose

The Carl Perkins Vocational and Technical Education Act of 1998 (CPA) Title I, Part B, provides an opportunity for state institutions; such as, state correctional institutions and institutions that serve individuals with disabilities, to improve vocational and technical education programs.

Availability of Funding

State institutions for special populations and state correctional agencies for youthful offenders are eligible to apply for these funds.

Funding is based on annual federal appropriation to DPI and up to one percent of the 10% available for state Leadership Activities must be spent on state institutions serving these individuals.

There are many activities that a district/consortium may conduct to meet the purpose and intent of federal requirements for this title of the act. These are determined by assessing local needs and **matching** these needs with Wisconsin's *State Plan Goals* (refer to *Introduction* of this document) and the state adjusted levels of performance based on the core indicators (refer to *Appendix B*).

The Department of Public Instruction (DPI) proposes to achieve this purpose by providing vocational and technical education services and activities designed to meet the special needs of students in state institutions with the following fundable activity:

Professional development programs, including providing comprehensive professional development for vocational and technical, academic, guidance, and administrative personnel, that will

- provide in-service and pre-service training in state of the art vocational and technical education programs and techniques and effective teaching skills based on research;
- help teachers and personnel to assist students in meeting the state adjusted levels of performance;
- support education programs for teachers of vocational and technical education who are involved in the direct delivery of educational services to vocational and technical education students to ensure that such teachers stay current with the needs, expectations, and methods of industry.

Planning Figures for 2004-2005 Carl Perkins Basic Grant Applications— Estimated Calculation for State Institutions

Institution Name	Total
DHFS	393
DOC—Division Youth Services	25,000

Application Outline

This chart highlights what continuing and new state institutions must include in a *2004-2005 Carl Perkins Basic Grant Application*:

State Institutions	
PI-1303	Single District/Consortium
Section I—Administrative Provisions Certification of General Assurances Consortium Roster of LEA Designees	All applicants complete and submit. n/a
Section II—Local Profile Community Development Enrollment and Trends Vocational and Technical Education Program Description Vocational Student Services Profile Coordinating Vocational and Technical Education with Other Relevant Groups/Programs	All applicants complete and submit.
Section III—Local Project Plan For Use of CPA Funds—State Institutions and Formula Allocation Local Project Plan Title Local Project Description Local Project Plan	All applicants complete and submit. All applicants complete and submit. All applicants complete and submit.
Section IV—Local Project Plan For Use of CPA Funds—10% State Reserve Local Project Plan Title Local Project Description Certification of Teacher Involvement Local Project Plan	
Section V—Program Evaluation and Improvement School District Compliance with Core Indicators Local Improvement Plan (LIP) Compliance with State Initiatives Local Improvement Plan (LIP)	All applicants complete and submit. All applicants complete and submit. All applicants complete and submit. All applicants complete and submit. All applicants complete and submit.
Section VI—Consortium Contracting CESA 66.30	All consortium applicants complete and submit. All consortium applicants complete and submit.
PI-1303-A	Single District/Consortium
Section I—Administrative Provisions	
Section II—Budget Modification	
Section III.D—Summary of Use of Funds	
Section VII—Vocational Education Financial Plan	

Formula Allocation—Guidelines For Preparing a 2004-2005 Carl Perkins Basic Grant Application

Title I, Part C—Local Provisions (Distribution of Funds to Secondary School Programs, Formula Allocation)

General Information

Local school districts/consortiums are eligible to receive assistance under this law. This chapter describes the federal purpose, federal requirements, availability of funding, planning figures, and application outline.

Six Considerations to Think About While Preparing the 2004-2005 Carl Perkins Basic Grant Application

As local school districts/consortiums begin to identify, review, or revise goals and subsequently identify and plan specific activities, remember that there are **at least six** planning considerations that must influence thinking. These include:

1. The federal purpose and requirements of the CPA III,
2. Wisconsin's State Plan/Goals for implementing the Act,
3. What the *Local Profile* shows,
4. What parents, students, teachers, and representatives of business and industry/labor organizations/special populations suggested,
5. What the evaluation of last year's project suggested, and
6. What the *2002 District Profile* indicated for the core indicators and Wisconsin State Initiatives.

The goal of CPA III is program improvement of vocational and technical education programs. The federal provisions represent the **limits or boundaries** that determine the specific form a project can take.

Wisconsin's State Plan Goals focus on the implementation of vocational and technical education. (These goals and related objectives are included in *Chapter 1* of this document.) *State Plan Goals* **must** influence the 2004-2005 Carl Perkins Basic Grant Application activities. The *Local Profile* (the third consideration) and the input received from parents, students, teachers and representatives of business and industry/labor organizations/special populations (the fourth consideration) may have resulted in the identification of a more compelling local or regional need. If an application focuses on some goals that do not complement the *State Plan Goals and Objectives*, the applicant must explain on what basis these local or regionally determined needs are more compelling. It would be advisable to communicate with DPI's CPA Liaison Consultant **during** this deliberation and **before** finalizing the selection of activities that do not relate to *Wisconsin's State Plan Goals*. The 2004-2005 Carl Perkins Basic Grant Application must be related to **ongoing program improvement for vocational and technical education programs**. The program improvements made last year ought to be related to the program improvements planned for next year. The applicant should attempt to explain how what is planned for next year **builds** upon what is being done this year (the fifth consideration).

Local school districts or consortiums are **required** to review the FY '02 *Secondary Vocational Education District Profile* (the sixth consideration) to address those measures in which the school district is in noncompliance. In the case of a consortium, **each** of the school districts involved would have a *District Profile* and the **consortium** would need to address noncompliance items related to the core indicators and Wisconsin Initiatives. The FY '02 *District Profile* is available on the DPI website at <http://www.dpi.state.wi.us/dpi/dlsis/let/veersprofiles.html>.

Section 134 of CPA III specifies that “Any eligible recipient desiring financial assistance under this part shall, according to requirements established by the state, submit to the state a plan, **covering the same period as the state plan, for the use of such assistance.**” Section 134 also includes 10 specific items that the local application is to “contain,” “describe,” or “provide” (refer to *Federal Requirements* below). Other sections of the Act require specific “assurances” or procedures.

Federal Purpose

A *local educational agency* shall use funds to improve vocational and technical education programs.

Federal Requirements

Each applicant must describe how the 10 federal requirements are being met. The requirements are as follows:

- 1) describe how the vocational and technical education programs required under section 135(b) will be carried out with funds received under this title;
- 2) describe how the vocational and technical education activities will be carried out with respect to meeting state adjusted levels of performance established under section 113;
- 3) describe how the eligible recipient will—
 - a) improve the academic and technical skills of students participating in vocational and technical education programs by strengthening the academic, and vocational and technical, components of such programs through the integration of academics with vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical, subjects;
 - b) provide students with strong experience in and understanding of all aspects of an industry;
 - c) ensure that students who participate in such vocational and technical education programs are taught to the same challenging academic proficiencies as are taught for all other students;
- 4) describe how parents, students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of vocational and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title;
- 5) provide assurances that the eligible recipient will provide a vocational and technical education project that is of such size, scope, and quality to bring about improvement in the quality of vocational and technical education programs;
- 6) describe the process that will be used to independently evaluate and continuously improve the performance of the eligible recipient;
- 7) describe how the eligible recipient—
 - a) will review vocational and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations; and
 - b) will provide programs that are designed to enable the special populations to meet the state adjusted levels of performance;
- 8) describe how individuals who are members of the special populations will not be discriminated against on the basis of their status as members of the special populations;
- 9) describe how funds will be used to promote preparation for nontraditional training and employment; and
- 10) describe how comprehensive professional development (including initial teacher preparation) for vocational and technical, academic, guidance, and administrative personnel will be provided.”

Availability of Funding

Local educational agencies are eligible to apply for these funds. (Refer to *Distribution of Funds to Secondary School Programs* in *Chapter 1* for more detailed information.) Funding is based on annual federal appropriation to DPI.

As a means to provide more certificated industry based occupational training program options to a greater variety of students, DPI has decided to implement the *10% State Reserve* provision of CPA III for fiscal year 2004-2005 (refer to *Chapter 4* for more details). By implementing this provision of the law, the amount of moneys available for *Formula Allocation* applications is reduced by 10%.

There are many activities that a district/consortium may conduct to meet the purpose and intent of federal requirements for this title of the act. These are determined by assessing local needs and **matching** these needs with Wisconsin's *State Plan Goals* (refer to *Introduction* of this document) and the *State adjusted levels of performance* based on the *core indicators* (refer to *Appendix B*).

Based on the federal 70/30 formula described in *Chapter 1* of this document, the following are the *Planning Figures* for 2004-2005 *Carl Perkins Basic Grant Application*:

Planning Figures For 2004-05 Carl Perkins Basic Grant Applications— Estimated Allocation Calculations For All School Districts

District Name	District Total	District Name	District Total
Abbotsford	4,446	Blair-Taylor	9,148
Adams-Friendship Area	23,672	Bloomer	7,021
Albany	1,462	Bonduel	8,584
Algoma	5,679	Boscobel Area	8,198
Alma	4,355	Bowler	6,846
Alma Center	5,961	Boyceville Community	7,681
Almond-Bancroft	4,497	Brillion	3,686
Altoona	9,390	Brodhead	10,201
Amery	13,246	Brown Deer	8,231
Antigo	32,599	Bruce	6,758
Appleton Area	104,992	Burlington Area	16,956
Arcadia	7,458	Butternut	1,757
Argyle	3,251	Cadott Community	7,510
Arrowhead UHS	28,355	Cambria-Friesland	4,784
Ashland	24,850	Cambridge	5,523
Ashwaubenon	15,658	Cameron	7,963
Athens	5,347	Campbellsport	7,814
Auburndale	6,471	Cashton	16,861
Augusta	17,576	Cassville	6,128
Baldwin-Woodville Area	6,273	Cedar Grove-Belgium Area	3,796
Bangor	4,802	Cedarburg	14,736
Baraboo	19,652	Central/Westosha UHS	16,455
Barneveld	3,484	Chetek	9,848
Barron Area	12,649	Chilton	10,224
Bayfield	7,719	Chippewa Falls Area	39,429
Beaver Dam	24,744	Clayton	5,299
Beecher-Dunbar-Pembine	3,135	Clear Lake	5,606
Belleville	4,520	Clinton Community	7,637
Belmont Community	2,543	Clintonville	13,152
Beloit	81,972	Cochrane-Fountain City	3,805
Beloit Turner	13,016	Colby	14,993
Benton	2,383	Coleman	7,218
Berlin Area	11,912	Colfax	6,317
Big Foot UHS	11,528	Columbus	7,567
Birchwood	2,240	Cornell	4,437
Black Hawk	3,737	Crandon	13,307
Black River Falls	14,211	Crivitz	9,114

District Name	District Total	District Name	District Total
Cuba City	6,960	Green Lake	2,546
Cudahy	17,671	Greendale	10,065
Cumberland	10,157	Greenfield	18,450
D C Everest Area	28,789	Greenwood	7,877
Darlington Community	8,755	Hamilton	17,806
De Forest Area	12,365	Hartford UHS	25,279
DePere	13,187	Hayward Community	29,298
De Soto	6,043	Highland	1,686
Deerfield	2,433	Hilbert	3,782
Delavan-Darien	24,276	Hillsboro	11,876
Denmark	10,887	Holmen	23,158
DHFS	393	Horicon	6,468
Department of Corrections	113,018	Hortonville	13,398
Dodgeland	5,885	Howards Grove	3,940
Dodgeville	9,888	Howard-Suamico	21,285
Drummond Area	8,641	Hudson	19,151
Durand	12,412	Hurley	7,410
East Troy Community	7,638	Hustisford	2,947
Eau Claire Area	83,592	Independence	3,028
Edgar	5,557	Iola-Scandinavia	4,283
Edgerton	11,986	Iowa-Grant	8,278
Elcho	3,034	Ithaca	2,817
Eleva-Strum	4,105	Janesville	71,078
Elk Mound Area	4,754	Jefferson	14,846
Elkhart Lake-Glenbeulah	1,776	Johnson Creek	2,878
Elkhorn Area	22,422	Juda	3,002
Ellsworth Community	9,752	Kaukauna Area	18,818
Elmbrook	36,313	Kenosha	192,680
Elmwood	4,471	Kettle Moraine	17,702
Evansville Community	6,344	Kewaskum	11,123
Fall Creek	6,071	Kewaunee	8,331
Fall River	4,653	Kickapoo Area	5,225
Fennimore Community	10,029	Kiel Area	6,380
Flambeau	8,121	Kimberly Area	13,166
Florence	7,801	Kohler	2,521
Fond du Lac	56,649	La Crosse	83,061
Fort Atkinson	12,237	La Farge	4,920
Franklin Public	14,288	<i>Lac Courte Oreilles Ojibwe</i>	0
Frederic	6,406	Ladysmith-Hawkins	11,099
Freedom Area	9,704	Lake Geneva-Gen City UHS	30,315
Galesville-Ettrick-Trempl	8,904	Lake Holcombe	5,094
Germantown	15,761	Lake Mills Area	10,171
Gibraltar Area	4,393	Lakeland UHS	26,078
Gillett	6,028	Lancaster Community	9,315
Gilman	6,092	Laona	2,778
Gilmanton	2,606	Lena	3,926
Glenwood City	4,649	Little Chute Area	16,693
Glidden	3,675	Lodi	7,927
Goodman-Armstrong	1,650	Lomira	5,338
Grafton	10,668	Loyal	10,781
Granton Area	8,210	Luck	6,174
Grantsburg	8,738	Luxemburg-Casco	9,668
Green Bay Area	192,461	Madison Metropolitan	244,508

District Name	District Total	District Name	District Total
Manawa	8,742	Northern Ozaukee	4,682
Manitowoc	54,353	Northland Pines	13,522
Maple	13,624	Northwood	5,251
Marathon City	3,892	Norwalk-Ontario	10,392
Marinette	18,415	Oak Creek-Franklin	19,590
Marion	5,075	Oakfield	3,524
Markesan	10,341	Oconomowoc Area	20,281
Marshall	6,503	Oconto	14,454
Marshfield	29,394	Oconto Falls	10,623
<i>Mashkiisibii Tribal Sch</i>	0	Omro	7,118
Mauston	15,809	Onalaska	17,404
Mayville	6,214	Oneida Nation	1,075
McFarland	6,335	Oostburg	3,141
Medford Area	21,562	Oregon	14,469
Mellen	2,709	Osceola	7,786
Melrose-Mindoro	5,433	Oshkosh Area	77,100
Menasha	27,305	Osseo-Fairchild	8,709
Menominee Indian	24,378	Owen-Withee	10,395
Menomonee Falls	21,221	Palmyra-Eagle Area	8,751
Menomonie Area	34,963	Pardeeville Area	6,417
Mequon-Thiensville	17,583	Park Falls	9,067
Mercer	3,100	Parkview	6,110
Merrill Area	26,056	Pecatonica Area	3,631
Middleton-Cross Plains	31,214	Pepin Area	2,801
Milton	16,178	Peshtigo	7,978
Milwaukee	1,962,065	Pewaukee	9,887
Mineral Point	5,484	Phelps	1,932
Mishicot	5,986	Phillips	9,185
Mondovi	11,686	Pittsville	6,915
Monona Grove	14,957	Platteville	17,025
Monroe	16,285	Plum City	3,081
Montello	6,694	Plymouth	14,098
Monticello	3,484	Port Edwards	4,717
Mosinee	9,897	Port Washington-Saukville	14,452
Mount Horeb Area	8,812	Portage Community	17,873
Mukwonago	19,303	Potosi	2,386
Muskego-Norway	19,202	Poynette	5,577
Necedah Area	6,554	Prairie du Chien Area	12,704
Neenah	40,612	Prairie Farm	2,009
Neillsville	10,446	Prentice	7,310
Nekoosa	11,874	Prescott	5,983
New Auburn	4,515	Princeton	4,443
New Berlin	20,502	Pulaski Community	15,546
New Glarus	5,820	Racine	242,661
New Holstein	8,381	Randolph	4,319
New Lisbon	7,965	Random Lake	5,867
New London	13,753	Reedsburg	19,169
New Richmond	14,586	Reedsville	5,803
Niagara	4,506	Rhineland	26,864
Nicolet UHS	17,680	Rib Lake	5,040
Norris	190	Rice Lake Area	23,724
North Crawford	7,499	Richland	17,359
North Fond du Lac	8,374	Rio Community	2,236

District Name	District Total	District Name	District Total
Ripon	10,699	Unity	11,067
River Falls	17,404	Valders Area	5,520
River Ridge	5,800	Verona Area	20,765
River Valley	10,678	Viroqua Area	16,648
Riverdale	9,635	Wabeno Area	4,760
Rosendale-Brandon	5,703	Washburn	5,761
Rosholt	6,021	Washington	1,364
Royall	12,835	Waterford UHS	11,490
Saint Croix Central	5,102	Waterloo	5,687
Saint Croix Falls	7,340	Watertown	29,927
Saint Francis	7,190	Waukesha	72,512
Sauk Prairie	23,737	Waunakee Community	8,559
Seneca	4,392	Waupaca	23,936
Sevastopol	7,443	Waupun	12,904
Seymour Community	11,864	Wausau	93,996
Shawano-Gresham	20,790	Wausaukee	9,345
Sheboygan Area	83,796	Wautoma Area	16,539
Sheboygan Falls	6,857	Wauwatosa	32,016
Shell Lake	4,632	Wauzeka-Steuben	3,330
Shiocton	4,859	Webster	6,973
Shorewood	9,205	West Allis	60,846
Shullsburg	3,780	West Bend	42,751
Siren	6,274	West De Pere	15,879
Slinger	15,495	West Salem	7,946
Solon Springs	3,751	Westby Area	15,066
Somerset	7,761	Westfield	14,934
South Milwaukee	21,839	Weston	8,504
South Shore	3,026	Weyauwega-Fremont	6,354
Southern Door	8,374	Weyerhaeuser Area	3,287
Southwestern Wisconsin	4,952	White Lake	2,610
Sparta Area	21,016	Whitefish Bay	12,089
Spencer	5,274	Whitehall	9,073
Spooner	15,754	Whitewater	16,738
Spring Valley	3,904	Whitnall	8,971
Stanley-Boyd Area	11,675	Wild Rose	7,609
Stevens Point Area	64,058	Williams Bay	3,017
Stockbridge	885	Wilmot UHS	22,314
Stoughton Area	22,854	Winneconne Community	7,790
Stratford	6,305	Winter	4,584
Sturgeon Bay	11,580	Wisconsin Dells	15,921
Sun Prairie Area	30,519	Wisconsin Heights	6,324
Superior	53,250	Wisconsin Rapids	41,814
Suring	6,892	Wittenberg-Birnamwood	10,937
Thorp	7,211	Wonewoc-Union Center	4,990
Three Lakes	3,652	Wrightstown Community	6,161
Tigerton	3,482		
Tomah Area	37,955		
Tomahawk	14,083		
Tomorrow River	6,091		
Tri-County Area	7,445		
Turtle Lake	3,856		
Two Rivers	13,519		
Union Grove UHS	11,493		

Application Outline

Formula Allocation	
PI-1303	Single District/Consortium
Section I—Administrative Provisions Certification of General Assurances Consortium Roster of LEA Designees	All applicants complete and submit. Only consortiums complete.
Section II—Local Profile Community Development Enrollment and Trends Vocational and Technical Education Program Description Vocational Student Services Profile Coordinating Vocational and Technical Education with Other Relevant Groups/Programs	All applicants complete and submit.
Section III—Local Project Plan For Use of CPA Funds—State Institutions and Formula Allocation Local Project Plan Title Local Project Description Local Project Plan	All applicants complete and submit.
Section IV—Local Project Plan For Use of CPA Funds—10% State Reserve Local Project Plan Title Local Project Description Certification of Teacher Involvement Local Project Plan	
Section V—Program Evaluation and Improvement School District Compliance with Core Indicators Local Improvement Plan (LIP) Compliance with State Initiatives Local Improvement Plan (LIP)	All applicants complete and submit. All applicants complete and submit. All applicants complete and submit. All applicants complete and submit. All applicants complete and submit.
Section VI—Consortium Contracting CESA 66.30	If CESA, complete and submit for one district. If 66.30, complete and submit for one district.

PI-1303-A	Single District/Consortium
Section I—Administrative Provisions	All applicants complete and submit.
Section II—Budget Modification	
Section III.D—Summary of Use of Funds	All applicants complete and submit.
Section VII—Vocational Education Financial Plan	All applicants complete and submit.

10% State Reserve—Guidelines For Preparing a 2004-2005 Carl Perkins Basic Grant Application

Title I, Part C—Local Provisions (Distribution of Funds to Secondary School Programs, Formula Allocation)

General Information

Local school districts/consortiums are eligible to receive assistance under this law. This chapter describes the federal purpose, federal requirements, availability of funding, and application outline.

Six Considerations to Think About While Preparing the 2004-2005 Carl Perkins Basic Grant Application

As local school districts/consortiums begin to identify, review, or revise goals and subsequently identify and plan specific activities, remember that there are **at least six** planning considerations that must influence thinking. These include:

1. The federal purpose and requirements of the CPA III,
2. Wisconsin's State Plan/Goals for implementing the Act,
3. What the *Local Profile* shows,
4. What parents, students, teachers, and representatives of business and industry/labor organizations/special populations suggested,
5. What the evaluation of last year's project suggested, and
6. What the *2002 District Profile* indicated for the core indicators and Wisconsin State Initiatives.

The goal of CPA III is program improvement of vocational and technical education programs. The federal provisions represent the **limits or boundaries** that determine the specific form a project can take.

Wisconsin's *State Plan Goals* focus on the implementation of vocational and technical education. (These goals and related objectives are included in Chapter 1.) *State Plan Goals* **must** influence the 2004-2005 Carl Perkins Basic Grant Application activities. The *Local Profile* (the third consideration) and the input received from parents, students, teachers and representatives of business and industry/labor organizations/special populations (the fourth consideration) may have resulted in the identification of a more compelling local or regional need. If an application focuses on some goals that do not complement the *State Plan Goals and Objectives*, the applicant must explain on what basis these local or regionally determined needs are more compelling. It would be advisable to communicate with DPI's CPA Liaison Consultant **during** this deliberation and **before** finalizing the selection of activities that do not relate to Wisconsin's State Plan Goals. The 2004-2005 Carl Perkins Basic Grant Application must be related to **ongoing program improvement for vocational and technical education programs**. The program improvements made last year ought to be related to the program improvements planned for next year. The applicant should attempt to explain how what is planned for next year **builds** upon what is being done this year (the fifth consideration).

Local school districts or consortiums are **required** to review the FY '02 Secondary Vocational Education District Profile (the sixth consideration) to address those measures in which the school district is in noncompliance. In the case of a consortium, **each** of the school districts involved would have a *District Profile* and the **consortium** would need to address noncompliance items related to the core indicators and Wisconsin Initiatives. The FY '02 District Profile is available on the DPI website at <http://www.dpi.state.wi.us/dpi/dlsis/let/veersprofiles.html>.

Section 134 of CPA III specifies that “Any eligible recipient desiring financial assistance under this part shall, according to requirements established by the state, submit to the state a plan, **covering the same period as the state plan, for the use of such assistance.**” Section 134 also includes 10 specific items that the local application is to “contain,” “describe,” or “provide” (Refer to *Federal Requirements* described below.). Other sections of the Act require specific “assurances” or procedures.

Federal Purpose

A *local educational agency* shall use funds to improve vocational and technical education programs.

Federal Requirements

Each applicant must describe how the 10 federal requirements are being met. The requirements are as follows:

- 1) describe how the vocational and technical education programs required under section 135(b) will be carried out with funds received under this title;
- 2) describe how the vocational and technical education activities will be carried out with respect to meeting state adjusted levels of performance established under section 113;
- 3) describe how the eligible recipient will—
 - a) improve the academic and technical skills of students participating in vocational and technical education programs by strengthening the academic, and vocational and technical, components of such programs through the integration of academics with vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical, subjects;
 - b) provide students with strong experience in and understanding of all aspects of an industry;
 - c) ensure that students who participate in such vocational and technical education programs are taught to the same challenging academic proficiencies as are taught for all other students;
- 4) describe how parents, students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of vocational and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title;
- 5) provide assurances that the eligible recipient will provide a vocational and technical education project that is of such size, scope, and quality to bring about improvement in the quality of vocational and technical education programs;
- 6) describe the process that will be used to independently evaluate and continuously improve the performance of the eligible recipient;
- 7) describe how the eligible recipient—
 - a) will review vocational and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations; and
 - b) will provide programs that are designed to enable the special populations to meet the state adjusted levels of performance;
- 8) describe how individuals who are members of the special populations will not be discriminated against on the basis of their status as members of the special populations;
- 9) describe how funds will be used to promote preparation for nontraditional training and employment; and
- 10) describe how comprehensive professional development (including initial teacher preparation) for vocational and technical, academic, guidance, and administrative personnel will be provided.”

Section 112 (c) (1) allows a state to reserve up to 10% of the monies appropriated under the Formula Allocation to serve at least two of the following four categories: “

- A) rural areas;
- B) areas with high percentages of vocational and technical education students; and
- C) areas with high numbers of vocational and technical students, and
- D) communities negatively impacted by changes resulting from the amendments made by the Carl D. Perkins Vocational and Applied Technology Education Amendments of 1998 to the within state allocation under section 231 of the Carl D. Perkins Vocational and Applied Technology Education Act.”

“Special Rule—Each eligible agency awarding a grant under this subsection shall use the grant funds to serve at least 2 of the categories described in subparagraphs (A) through (D) of paragraph (1).”

4/6/01 Update: Through an e-mail, the DOE/OVAE has clarified that the sub-recipient only needs to meet one criterion while the state in aggregate must meet two of the four criteria.

Availability of Funding

As a means to provide more certificated industry based occupational training program options, DPI will implement the *10% State Reserve* of CPA III for fiscal year 2004-2005.

As with *Formula Allocation applications*, there are many activities that a district/consortium may conduct to meet the purpose and intent of federal requirements for this title of the act. These are determined by assessing local needs and **matching** these needs with Wisconsin’s *State Plan Goals* (refer to *Introduction* of this document) and the *state adjusted levels of performance* based on the *core indicators* (refer to *Appendix B*).

This activity is then coupled with the state’s 2004-2005 program outcomes:

- Development/expansion of certificated industry based occupational training programs.
- Provision of certificated industry based occupational training programs to a greater variety of students in Wisconsin.

These certificated programs can be delivered through school-based learning and/or work-based learning.

Examples of these types of certificated programs delivered through work-based learning are as follows:

- youth apprenticeship
- state certified skills co-op
- *Wisconsin Employability Skills Certificate Program**
- multi-discipline certificated industry based occupational training program(s)*

Examples of these types of certificated programs delivered through school-based learning are as follows:

- A+ Certification
- I-NET (Internet Network Technician)
- MOUS or MOS (Microsoft Office Specialist)
- IBM Certified Specialist
- ACCT (Assistant Child Care Teacher)
- CISCO Certified Network Professional
- E-commerce
- Network+ (Network Technician)

Please visit the National Skill Standards Board at nssb.org to become familiar with all the nationally recognized, industry-based occupational certifications (Appendix B, *An Introduction to the Use of Skill Standards and Certifications in WIA Programs*).

*For purposes of this funding *Other Certificated Industry Based Occupational Training Program(s)* is defined as follows:

- *Multi*-a program in which a) teachers from more than one vocational discipline work together to implement one program **or** b) teachers from one or more vocational discipline **and** one or more non-vocational discipline work together to implement one program or
- *Wisconsin Employability Skills (General Work Experience)*-the Wisconsin Employability Skills Certificate Program which is or has been developed from a **general** work experience program.

There is approximately \$110,000 available *per* vocational discipline (agriculture and natural resources education, business and information technology education, family and consumer education, marketing education, technology and engineering education, and health sciences occupations education). In addition, there will be \$110,000 available for *Other Certificated Industry Based Occupational Training Programs*.

An application must be submitted for one school district. The application must be submitted by the Fiscal Agent for the formula allocation application.

There is no minimum amount per application. However, the maximum grant award is \$50,000 per school district. School districts within cities of the first class will be eligible for a minimum grant award of \$100,000. The maximum grant award per consortium is \$50,000 per *Funding Source*. Grant awards will be equitably distributed among school districts and/or consortiums in rural and urban areas in different geographic areas throughout the state.

A **maximum** of 5 percent of the total grant may be used for local administration.

These “venture/risk capital” funds will be awarded on a **competitive** basis.

Criteria have been established for awarding the *10% State Reserve* competitive grants (Refer to *Chapter 5* for more details.). Applicants must address the following seven points:

1. Project Description (Core Indicator #1S1, 1S2, 2S1, and 2S2)—20 points
2. Plan for Local Sustainability—10 points
3. Plan for Local Advisory Council Input—10 points
4. Student Training in Workplace Ethics Including Diversity and Harassment (CPA Core Indicator #4S1 and State Initiative W2)—10 points
5. Increased Student Participation (CPA Core Indicator #1S1 and 2S1)—10 points, Increased Participation of Special Populations (State Initiative W1)—10 points, and Increased Gender Participation in Nontraditional Occupations (CPA Core Indicator 4S1, 4S2, and State Initiative W2)—10 points
6. Increased Number of Students Earning Post-secondary Credit Through this Certificated Program (CPA Core Indicator #3S1)—10 points
7. Budget aligns with Project Description and Operational Plan—10 points

How well each factor is described in combination with data will result in the number of points (score) for each of these factors.

DPI has established *2004-2005 Model Program Priorities* for all six disciplines of vocational education. These program priorities were developed to give direction for funding under the *10% State Reserve*. They are not meant to be inclusive of every allowable initiative but rather enhance existing best practices within the discipline and create model programs that support certificated industry based occupational training program(s). They are listed by discipline but not in any priority order. All priorities under a discipline hold equal value.

The DPI vocational consultants are available to assist in further clarification of *2004-2005 Program Model Priorities*. Each year priorities will be established to guide and direct the *10% State Reserve*.

In order to provide additional assistance to the field, a list serve is available for each CTE discipline. This will broaden the field of resources available to the applicant when developing/expanding a certificated program.

The 2004-2005 Program Model Priorities are as follows:

Agriculture and Natural Resources Education

Wisconsin Employability Skills Certificate Program Supervised Agriculture Experience Programs (SAEs)

Supervised Agriculture Experience programs (SAEs) are the application of concepts and principles learned in the agricultural education classroom. Students in work-based settings are supervised by agricultural education teachers in cooperation with parents, employers and other adults who assist them in the development and achievement of their educational and career goals. SAEs can be a business of their own or placement in a job using agriculturally related skills and competencies. There are 49 different areas of proficiency recognized by Wisconsin's businesses and industries rewarding outstanding FFA members with over \$58,000 worth of sponsorship annually. Funding for this program must meet the requirements of the *Wisconsin Employability Skills Certificate Program*.

Certified Skills Co-op

Agribusiness—Plant Science

Agribusiness Plant Science is a one-year co-op skill certificate program for juniors or seniors interested in the exciting field of agribusiness. Students will work in agribusinesses that support the plant industry. The competency areas covered include sales, customer relations, marketing, technical assistance, communications, professional development, plant morphology and physiology, and soil management. Core employability skills are also measured. Knowledges and skills gained through participation in FFA also apply toward attainment of the skill certificate. Students who master the competencies in this program are eligible to receive 6 credits of advanced standing in the Agribusiness Science/Technology two-year associate degree program at the Wisconsin Technical Colleges. This program is endorsed by Wisconsin Agribusiness Council, Wisconsin FFA Association, and Wisconsin Association of Vocational Agriculture Instructors.

Certified Skills Co-op

Agribusiness—Animal Science

Agribusiness Animal Science is a one-year co-op skill certificate program for juniors or seniors interested in the exciting field of agribusiness. Students will work in agribusinesses that support the animal industry. The competency areas covered include sales, customer relations, marketing, technical assistance, communications, professional development, and animal science. Core employability skills are also measured. Knowledges and skills gained through participation in FFA also apply toward attainment of the skill certificate. Students who master the competencies in this program are eligible to receive 4 credits of advanced standing in the Agribusiness Science/Technology two-year associate degree program at the Wisconsin Technical Colleges. This program is endorsed by Wisconsin Agribusiness Council, Wisconsin FFA Association, and Wisconsin Association of Vocational Agriculture Instructors.

Youth Apprenticeship

Production Agriculture

The Production Agriculture youth apprenticeship curriculum was designed to provide students with a working understanding of the core skill standards that serve as the foundation for occupations and services across the agricultural industry. The Production Agriculture youth apprenticeship curriculum has two tracks for the high school student. The state certified skill co-op programs in Animal Science and Plant Science available through the Department of Public Instruction serve as the first year of the Apprenticeship program. The student has the choice of either the animal science or plant science course their junior year and will continue with their work experience and classroom instruction in the Youth Apprenticeship program their senior year.

Youth Apprenticeship Biotechnology

There is an increasing need for highly skilled employees in Wisconsin's growing biotechnology industries, particularly as more test products are approved for mass production. Wisconsin's bioscience and biotechnology industries helped develop this Youth Apprenticeship Program to meet the need for the projected high employment growth in this area.

After successful completion of the requirements for a high school diploma and the school-based and work-based requirements for Youth Apprenticeship, the students receive a Certificate of Occupational Proficiency from the Governor's Work-Based Learning Board. Students who complete the two-year Biotechnology Youth Apprenticeship are eligible to receive eleven or more advanced standing credits from the Madison Area Technical College toward a biotechnology or bioscience degree.

Business and Information Technology Education

Certified Skills Co-op: Business and Information Technology

Business and information technology is a one-year co-op skill certificate program for juniors and seniors. It is designed in partnership with business and education around the integration of school-based and work-based learning and includes appropriate career development experiences. The portfolio and final evaluation is comprised of four sections: employability skills, business skills, portfolio, and workplace skills. The *Wisconsin Model Academic Standards for Business* and the *Employability Skills Certificate* are used in measurement of skills and competencies. Knowledges and skills gained through participation in FBLA also apply toward attainment of the skill certificate. [This certificate was updated for the 2003-2004 school year.]

Other Business and Industry Certificated Industry Based Occupational Training Programs

This program priority area includes programs that are linked directly to a business or industry certificate program. Programs must include both school-based and work-based learning leading to an industry certificate. Examples of such program would include CISCO systems certification, Microsoft certification, A+ certification, etc. Programs of this type should also demonstrate articulation efforts with post-secondary institutions.

FBLA Business Achievement Award Certificates

The National FBLA-PBL, Inc. Business Achievement Award program is comprised of four levels of leadership achievement, each consisting of business, education, and leadership elements. These achievement certificates were developed by representatives from business and industry, government, and education. Created in conjunction with current business practices and corporate needs, the Business Achievement Award certificates are aligned with NBEA Standards and the career clusters. Each level of the program incorporates activities from the concepts of service, education, and progress. [This certificate program was introduced in the 2003-2004 school year.]

Family and Consumer Education

Certified Skills Co-op

Food Service

Food Service is a one-year co-op skill certificate program for juniors and seniors. The competency areas covered include introduction to food service industry, nutrition and menu planning, sanitation and safety, dining room service, food preparation, garde manger (food presentation), and baking. Core employability skills are also measured. Knowledge and skills gained through participation in FCCLA (formerly FHA-HERO) also apply toward attainment of the skill certificate. This program is endorsed by the Wisconsin Restaurant Association, American Culinary Federation, Wisconsin Bakers Association, and Wisconsin Family, Career and Community Leaders of America (FCCLA).

Certified Skills Co-op

Child Services

Child Services is a one-year co-op skill certificate program for seniors who are 17 years of age and who have satisfactorily completed the Assistant Child Care Teacher (ACCT) course during their junior year. The competency

areas covered include personal/interpersonal, thinking/ information processing, systems/technology, introduction to childcare services, the center environment, children, professional development, food and nutrition, health and safety, and special needs of children. Core employability skills are also measured. Students who satisfactorily complete the program and graduate from high school also qualify to receive the second-level Department of Health and Family Services (DHFS) employment designation as a Child Care Teacher (CCT). This program is endorsed by the Department of Health and Family Services, Wisconsin Childcare Administrators Association, Wisconsin Early Childhood Association, and Wisconsin Family, Career and Community Leaders of America (FCCLA).

Certified Skills Co-op

Family and Community Services

This new one-year skill standards certificate program focuses on entry-level to professional careers in family and community settings/agencies that serve people from birth to death. Nationally the occupational area is often called Human Services. Students complete competencies in 12 content and skill standards areas: Program and Employee Development; Career and Educational Support; Communication; Documentation; Education, Training, and Self-Development; Community and Service Networking; Participant Empowerment; Advocacy; Assessment; Life Skills Development; Facilitation of Services; and Crisis Prevention and Resolution. The program must include both school-based and work-based learning leading to a skills standards certificate. The new student portfolio and curriculum will be available on the DPI web site soon.

Youth Leadership Skill Standards Certificate Program

This program priority focuses development of middle school and high school youth leadership skills in school, community, and/or work settings. The student portfolio for documenting skill development is organized into six categories, each with an identified set of ‘essential’ skills and a series of applications from which to choose. Included are (1) Self-management – setting personal leadership learning goals and making plans for how to reach them; (2) Communication and Critical-Creative Thinking related to listening, reading, speaking, writing, and observation skills; (3) Media and Technology; (4) Interpersonal, Conflict Management, and Democratic Organizational and Small Group skills; (5) Practicing Ethical Standards and Behaviors; **and** (6) Democratic Discussion and Problem-Solving and Reasoned Action skills. The program description, student portfolio, and an extensive list of resources are available upon request.

Health Sciences Occupations Education

Youth Apprenticeship

Health

Health is a one- or two-year youth apprenticeship program that includes Certified Nursing Assistant (CNA) training. The curriculum defines specific competencies students must master through combined classroom and work-based instruction. Students will be awarded a certificate of occupational proficiency by the Governor’s Work-Based Learning Board upon successful completion of high school diploma requirements and achievement of skill standards in the four units of the Health Services curriculum. Students also receive certification as a Nursing Assistant during the first year of the program. Students must master competencies in the following areas: Health Facility Operations, Therapeutic Services, and Diagnostic Services.

Students will be eligible for advanced standing credits at a Wisconsin Technical College offering a health related associate degree.

Certified Skills Co-op

Health Sciences Occupations-Career Foundations

Health Sciences Occupations-Career Foundations is a one-year co-op skill certificate program for juniors or seniors interested in the Health Sciences career field. The competency areas covered are the skills needed for health-related careers in general, such as teamwork and communications, and for specific jobs within career clusters, such as medical assistant or pharmacy technician. This co-op is to address the National Health Care Skills Standards as developed by the National Consortium on Health Science and Technology Education (NCHSTE) in 2002. The five career clusters include therapeutic services, diagnostic services, health informatics, support services and biotechnology research and development. Core employability skills are also measured. This co-op is in the process of development and endorsement. It will be finalized in the summer of 2004 for implementation in the fall semester.

Marketing Education

Certified Skills Co-op

Marketing, Executive Leadership, Retail Marketing, Entrepreneurship, Customer Service and Sales (formerly called Professional Sales), E-Commerce (new), Sports and Entertainment Marketing (new)

There are now seven state certified co-op programs in marketing education. The certificates are organized to enable all students to begin achieving competencies during their initial involvement in marketing. The first four sections of each certificate are similar and represent the foundations of marketing (1. Communications and Interpersonal Skills, 2. Economics, 3. Professional Development, and 4. Marketing, Management and Entrepreneurial Foundations.) The remaining competencies can be achieved in the marketing management course and co-op experience. Students can also achieve competencies through participation in DECA.

The certificates are organized around the marketing education curriculum framework that enables teachers to integrate the various certificates into their total program. A model program would incorporate the skill certificates into both introductory and advanced marketing courses. For maximum effectiveness, the certificates should be an integral part of a marketing education program, rather than an add-on.

The *Marketing* certificate provides experiences in all functions and foundations of marketing. The *Entrepreneurship* certificate can be part of an entrepreneurship course or unit and would be attractive to those students interested in starting their own business. The *Executive Leadership* certificate is for students with management and leadership as a career goal. The *Customer Service and Sales* certificate (formerly Professional Sales) is for those interested in increasing their selling proficiency. The Sales and Service Voluntary Partnership, Inc., created this national skills certificate. The *Retail Marketing* certificate, based on the Retail Merchant Federation's National Standards, is for those wanting to focus on retail operations. The *E-Commerce* certificate is designed to give students experience in marketing and sales on the web. The *Sports and Entertainment Marketing* certificate should be pursued by those interested in this exciting and emerging career field.

School-Based Enterprise Certificate Program—Gold Level

This national certificate was developed to provide recognition for outstanding achievement by School-Based Enterprises and to motivate these enterprises to strive for excellence and growth. The most common school-based enterprise in marketing is the school store. Teachers achieve the *Gold Level* certificate through an application process that includes prescribed activities related to: curriculum, student achievement, accounting measures, space facilities and equipment, location and accessibility, performance measurements, endorsement/support, goals, general business practices, student accountability/involvement, merchandising/promotional display, and high performance factors. Review and awarding of the Gold Certificate is done on the national level. All marketing teachers have received copies of the guidelines.

The application is due January 4 of each year. Marketing programs have the option of achieving the *Gold Level* certificate prior to the due date of the 2004 CPA application which would provide for access to approved funds soon after the date of grant approval; **or** Marketing programs have the option of achieving the *Gold Level* after the due date of the 2004 CPA application, which means that funds would not be released until DPI receives notification that national certification has been achieved (usually within two to three weeks of national submission).

DECA Leadership Credential

The DECA Leadership Credential provides the opportunity for all marketing education students to apply "Wisconsin's Model Academic Standards for Marketing Education" to DECA and marketing activities. Students work toward achieving a Leadership Credential on the local, state, and national levels by completing a series of requirements.

Focus on Entrepreneurship in the Marketing Education Curriculum

Entrepreneurship Education should be a focus within the marketing education curriculum, either through infusion into existing marketing courses or as a separate marketing course offering. Entrepreneurship is also an important concept that should be introduced to students in elementary and middle schools through leadership provided by the marketing educator and/or DECA members. 10% grant funds can be used to introduce or expand entrepreneurship via a marketing education program.

Technology and Engineering Education

Engineering, Pre-engineering and Facility Safety Standards based Programs

Grant priority is placed upon the implementation of standards-based engineering/pre-engineering programs that provide teacher training, student certificate, articulated credit, and third-party assessment, specifically Project Lead the Way. Applications may also be submitted for establishing a model local safety plan for a technology program. Other fundable projects include certificated work-based learning programs (co-op, Youth Apprenticeship) or a program that incorporates standards-based curriculum and third-party testing (examples: NOCTI, Brain Bench). All applications should include a description of how the local SkillsUSA student organization will be integrated into the project **and** a strategic plan to recruit young women into the program.

Highest Priority Programs

Project Lead the Way—PLTW is a standards-based pre-engineering program that can be reviewed online at <http://www.pltw.org>.

Local Safety Program—Information about a local safety program can be found at <http://www.mtea.net>. The safety program must include a third-party review of the program.

Lower Priority Programs

Youth Apprenticeship—Information on YA programs is available from the Governor’s Work-Based Learning Board.

Industry Certificated Programs—A+, CISCO, AYES, etc. The program must offer a certificate to the student upon completion of the program.

Third-party testing—Students take a third-party exam to assess their technical knowledge. Possible sources <http://www.nocti.org>, <http://www.brainbench.com>.

Further information:

SkillsUSA—A student organization for students in technical education programs; <http://www.skillsusa.org> and <http://www.skillsusa-wi.org>.

Recruiting young women into technology and engineering courses, <http://www.dpi.state.wi.us/dpi/dlsis/cte/1tbhome.html>

Other Certificated Industry Based Occupational Training Program(s)

Model program priorities do not apply.

Application Outline

10% State Reserve	
PI-1303-B	Single District/Consortium
Section I—Administrative Provisions Fiscal Agent LVEC Name of Industry Based Occupational Training Certificate to be Issued Funding Source Participating School District	All applicants complete and submit.
Section II—Local Profile Community Development Enrollment and Trends Vocational and Technical Education Program Description Vocational Student Services Profile Coordinating Vocational and Technical Education with Other Relevant Groups/Programs	Part of Formula Allocation Application.
Section III—Local Project Plan For Use of CPA Funds—State Institutions and Formula Allocation Local Project Plan Title Local Project Description Local Project Plan	
Section IV—Local Project Plan For Use of CPA Funds—10% State Reserve Local Project Plan Title Local Project Description Certification of Teacher Involvement Local Project Plan	All applicants complete and submit.
Section V—Program Evaluation and Improvement School District Compliance with Core Indicators Local Improvement Plan (LIP) Compliance with State Initiatives Local Improvement Plan (LIP)	Part of Formula Allocation Application.
Section VI—Consortium Contracting CESA 66.30	Part of Formula Allocation Application.

PI-1303-A	Single District/Consortium
Section I—Administrative Provisions	All applicants complete and submit.
Section II—Budget Modification	
Section III.D—Summary of Use of Funds	
Section VII—Vocational Education Financial Plan	All applicants complete and submit.

10% State Reserve	
PI-1303-C	Different Configuration than Formula Allocation Consortium
Section I—Administrative Provisions Certification of General Assurances Consortium Roster of LEA Designees	All applicants complete and submit
Section II—Local Profile Community Development Enrollment and Trends Vocational and Technical Education Program Description Vocational Student Services Profile Coordinating Vocational and Technical Education with Other Relevant Groups/Programs	All applicants complete and submit.
Section III—Local Project Plan For Use of CPA Funds—State Institutions And Formula Allocation Local Project Plan Title Local Project Description Local Project Plan Summary of Use of CPA Funds (Formula Only)	
Section IV—Local Project Plan For Use of CPA Funds—10% State Reserve Local Project Plan Title Local Project Description Certification of Teacher Involvement Local Project Plan	All applicants complete and submit.
Section V—Program Evaluation and Improvement School District Compliance with Core Indicators Local Improvement Plan (LIP) Compliance with State Initiatives Local Improvement Plan (LIP)	Complete all information requested. Complete all information requested. Complete if not in compliance. Complete all information requested. Complete if not in compliance.
Section VI—Consortium Contracting CESA 66.30	If CESA, complete and submit for one district. If 66.30, complete and submit for one district.

PI-1303-A	Single District/Consortium
Section I—Administrative Provisions	All applicants complete and submit.
Section II—Budget Modification	
Section III.D—Summary of Use of Funds	
Section VII—Vocational Education Financial Plan	All applicants complete and submit.

2004-2005 Forms

Introduction

Chapter 5 provides the directions to complete the following application, modification, and claim forms:

- 2004-2005 Carl Perkins Basic Grant Application (PI-1303, Rev. 12-03)
- Carl Perkins Basic Grant Application—*Change in Information—Directory of Secondary Leaders/Administrators in Vocational Education* (PI 1303-D, Rev. 12-03)
- 2004-2005 Carl Perkins Basic Grant Application—10% State Reserve (PI-1303-B, Rev. 12-03)
- 2004-2005 Carl Perkins Basic Grant Application—10% State Reserve (*Different Configuration Than Formula Allocation Grant*) (PI-1303-C, Rev. 12-03)
- 2004-2005 Carl Perkins Basic Grant Application—*Budget/Budget Modification* (PI-1303-A, Rev. 12-03)
- *Report of Program Fiscal Report* (PI-1086, Rev. 6-02)

This chapter also provides a copy of the review form for each of the following applications:

- *Status of Carl Perkins Basic Grant Application—State Institutions and Formula Allocation* (PI-1341, Rev. 12-03)
- *Status of Carl Perkins Basic Grant Application—10% State Reserve* (PI-1341-B, Rev. 12-03)
- *Status of Carl Perkins Basic Grant Application—10% State Reserve (Different Configuration Than Formula Allocation Grant)* (PI-1341-C, Rev. 12-03)

The 2004-2005 Carl Perkins Basic Grant Application has been provided to fiscal agent Local Vocational Education Coordinators (LVECs) in electronic format. **There is one template for Formula Allocation and State Institution applications (PI-1303), one template for 10% State Reserve applications (PI-1303-B), and one template for 10% State Reserve applications (different configuration than formula allocation consortium) (PI-1303-C).**

There is also a template for a budget/budget modification (PI-1303-A).

All applicants are required to use the appropriate template.

Design of the 2004-2005 Carl Perkins Basic Grant Application (PI-1303, Rev. 12-03)

The form is comprised of the following sections:

Section I: Administrative Provisions

- Cover Sheet
- General Assurances
- Certification
- Consortium Roster of LEA Designees Consortium Applications Only

Section II: Local Profile

- II.A—Community Development
- II.B—Enrollment and Trends
- II.C—Vocational and Technical Education Program Description
- II.D—Vocational and Technical Student Services
- II.E—Coordinating Vocational and Technical Education with other Relevant Groups/Programs

Section III: Local Project Plan for Use of CPA Funds—State Institutions and Formula Allocation

- III.A—Local Project Plan Title
- III.B—Local Project Description
- III.C—Local Project Plan

Section IV: Local Project Plan for Use of CPA Funds—10% State Reserve

- IV.A—Local Project Description
- IV.B—Certification of Teacher Involvement
- IV.C—Local Project Plan

Section V: Program Evaluation and Improvement

- V.A—School District
- V.B—Compliance with Core Indicators
- V.C—Local Improvement Plan (LIP)
- V.D—Compliance with Wisconsin Initiatives
- V.E—Local Improvement Plan (LIP)

Section VI: Consortium Contracting

- VI.A—CESA Services Agreement
- VI.B—66.30 Agreement

Directions

In preparation for application development, each Formula Allocation and State Institution applicant should do the following:

New district/consortium

1. Do a “save as” of the *2004-2005 Carl Perkins Basic Grant Application* (PI-1303) **template** to the hard drive of your computer **prior** to development of a *2004-2005 Carl Perkins Basic Grant Application*.
2. **Turn on the show/hide button** located on the Standard Toolbar above [it looks like a paragraph symbol (¶)]. When you turn on the show/hide button, you will see the areas on the template that need to be completed. (°°°°°).
3. **Tab** to each field of the template (**do not mouse**) and enter the appropriate information in **each** cell following the directions below.
4. After the *2004-2005 Carl Perkins Basic Grant Application* has been fully developed, do a “save as” from the hard drive. Rename your file “your fiscal agent district name” **and** add the current date to the file name, e.g., School Name 1-15-04.
5. Print a copy of your completed application for your files. Also print two additional sets of signature pages. Obtain **three** sets of original signatures (i.e., three **original** Certification signatures and, if necessary, three **original** CESA Services Agreement or 66.30 Agreement signatures). Retain one set of original signatures (blue ink) in your office files.
6. **E-mail the completed 2004-2005 Carl Perkins Basic Grant Application** as an e-mail attachment to marilyn.bachim@dpi.state.wi.us and mail **two sets of original signature pages** (blue ink) to Marilyn Bachim at DPI. **Do not mail entire application.**

Continuing Schools and/or New/Different Schools in a Continuing Consortium

1. Do a “save as” of the *2003-2004 Carl Perkins Application* to your hard drive **and** rename your file “your fiscal agent district name” and add the current date to the file name, e.g., School Name 1-15-04.
2. Cell by cell, review the document (2003-2004 response to the appropriate section) to determine **if** the information provided still applies for the *2004-2005 Carl Perkins Basic Grant Application*.

3. **Turn on the show/hide button** located on the Standard Toolbar above [it looks like a paragraph symbol (¶)] and modify content of the section of the “working document” based on any change.
4. **Tab (do not mouse)** to each “field” of the template of the *2004-2005 Carl Perkins Basic Grant Application*.
5. After the *2004-2005 Carl Perkins Basic Grant Application* has been fully developed, do a “save as” from the hard drive.
6. Print a copy of your completed application for your files. Also print out two additional sets of signature pages. Obtain **three** sets of original signatures (i.e., three **original** Certification signatures and, if necessary, **three** original CESA Services Agreement or 66.30 Agreement signatures). Retain one set of original signatures (blue ink) in your office files.
7. **E-mail the completed 2004-2005 Carl Perkins Basic Grant Application** as an e-mail attachment to marilyn.bachim@dpi.state.wi.us and mail **two sets of original signature pages** (blue ink) to Marilyn Bachim at DPI. **Do not mail entire application.**

By **March 1, 2004** (postmark):

1. **E-mail completed electronic application** to marilyn.bachim@dpi.state.wi.us and
2. submit **two original signature pages** to:

Wisconsin Department of Public Instruction
Attn: Marilyn Bachim
Career and Technical Education Team
P.O. Box 7841
Madison, WI 53707-7841

Cell-by-Cell Template Directions

Section I—Administrative Provisions

This section provides a variety of information needed for local and state administration of the grant; such as, information on the name of the school district/consortium eligible to receive the grant, which districts are participating, whether the application is a renewal, and signatures of local school officials.

Section I.A—Cover Sheet

Funding Source Check One

One application (PI-1303) was completed for each funding source; i.e., State Institutions or Formula Allocation.

Is This a Consortium Application?

Yes

Check if this application represents a CESA or 66.30 consortium.

No

Check if this application represents a single district application.

Type of Application Check One

Check only **one** of the following structures:

New District/Consortium—school district did not apply for 2003-2004 Carl Perkins funding,

Continuing Schools—school district or same consortium of school districts applied for 2003-2004 Carl Perkins funding,

New/Different Schools in a Continuing Consortium—a new school joined the continuing consortium or one or more schools withdrew from the continuing consortium.

Fiscal Agent

Enter the legal name of the institution that is eligible to receive the grant.

District or CESA Code

For a “single school district” application, enter the DPI-assigned four-digit code for the school district.
For a “66.30 consortium” application, enter the DPI-assigned four-digit code for the school district.
For a “CESA consortium” application, enter the DPI-assigned four-digit code for the Cooperative Education Service Agency.

LVEC Name

Enter the full name of the Local Vocational Education Coordinator for the school district/consortium’s application.

LVEC Address Street, City, State, Zip

Enter the full mailing address of the Local Vocational Education Coordinator for the school district/consortium’s application.

LVEC Phone Area/No.

Enter the three-digit area code and seven-digit telephone number of the Local Vocational Education Coordinator for the school district/consortium.

LVEC Fax Area/No.

Enter the three-digit area code and seven-digit fax number of the Local Vocational Education Coordinator for the school district/consortium.

LVEC E-Mail

Enter the electronic mailing address of the Local Vocational Education Coordinator for the school district/consortium.

I.B—General Assurances

General assurances are those items that are required under CPA III, EDGAR (Education Department General Administrative Regulations), GEPA (General Education Provisions Act), or related laws for which the school district/consortium is required to provide documentation in the event of an audit. Typically, these documents are **not** submitted with the application.

Page 1 and 2 were included in the application.

I.C—Certification

By signing, the applicant certifies that all information is true and correct; agrees to comply with federal/state regulations regarding maintenance of records; agrees to maintain documentation of general assurances at the local level; and conducts all approved programs in accordance with state and federal laws, rules, and regulations.

Name and Title of Fiscal Agent Administrator Typed

Type the name **and** title of the district or CESA administrator that will act as fiscal agent for the 2004-2005 Carl Perkins Basic Grant Application.

Signature of Fiscal Agent Administrator Blue Ink Only

Page 2 must bear the original signature of the Fiscal Agent Administrator **and** must be dated and signed in **blue ink**.

Name of Administrator Responsible for Project (LVEC) Typed

Type the name **and** title of the Local Vocational Education Coordinator.

Signature of Administrator Responsible for Project (LVEC) Blue Ink Only

Page 2 must bear the **original** signature of the **Administrator Responsible for Project (LVEC)** and must be dated and signed in **blue ink**.

I.D—Consortium Roster of LEA Designees *Consortium Applications Only*

This section is only for consortium applications; i.e., 66.30 and CESA contracts. Applicant must complete all cells for each participating district included in the application. If more than eight districts participate in the project, copy as many pages of the chart as necessary. Names identified are automatically included in the Secondary Leaders/Administrators in Vocational Education Directory and placed on the web site for the Career and Technical Education Team.

For **each** participating district in a consortium application, enter the name of the district, name and address of LEA Designee, position/title, and telephone/fax/e-mail.

Written justification must be provided with the application for each *LEA Designee* who is not a vocationally certified teacher. **The justification should be sent as a separate electronic file to Marilyn Bachim.** An exemption will be granted based on the applicant's written justification as to why non-vocationally certified staff is necessary.

Section II—Local Profile

The *local profile* describes the a) demography of the community, local labor market, and school district; b) description of the current vocational and technical education program including the services provided to vocational and technical education students; and c) coordination of vocational and technical education with other relevant groups/programs.

Since the application must be for the same time period as the *Wisconsin State Plan for Vocational and Technical Education*, the applicant should keep in mind that this section describes “**what is**” and/or “**what will be**” for the last four years of this legislation (**Fiscal Years 2001-2004**). (The applicant may add additional information to support the *Local Profile* if necessary.) For consortiums, every effort must be made to provide a *summary* of the information of the consortium members.

II.A—Community Development

Identify those items that impact on the school district(s). The description needs to be clear and easy for the reader to understand. **Do not** copy information out of a variety of documents and paste together. This section should provide the reader some knowledge of the community **and** structure under which the school district(s) works. Use current information regarding the economic condition.

Describe

- population trends,
- the types of local municipal government and community growth,
- economic development and business/industry growth (e.g., employers),
- occupational and employment projections, community entry-level jobs, and other demographic trends (i.e., rate of women in jobs, rate of single women heads of households in jobs, farm employment trends, private sector employment rates.)

II.B—Enrollment and Trends

Complete Enrollment and Trends chart for each school district. Copy as many pages as needed. (See “Tips” in *Appendix I* for copying instructions.) Applicants are encouraged to annually review the projections. If a school district joins the consortium, the chart must be entirely completed, regardless of the year the district joined the consortium.

If the vocational and technical education program begins at grade 7 or 8, the chart can be “changed” by substituting 7 for 9 or 8 for 9.

Cohorts

Row 1: Enrollment

Row 1: The percentage of enrollment is calculated as 9-12 enrollment divided by K-12 enrollment. (This is the only cell that looks at K-12 enrollment for a five-year period. Therefore, unless you are a union high school, this number must be less than 100 %.)

1999-2000 School Year

Enter Total 9-12 enrollment. Enter the percentage of 9-12 enrollments to the total K-12 enrollment.

Enter Total 9-12 vocational and technical education enrollment. Enter the Percentage of 9-12 vocational and technical education enrollment to the total 9-12 enrollment.

Next four School Years

Enter Projections for 2000-2001, 2001-2002, 2002-2003, and 2003-2004.

Row 2: Male

1999-2000 School Year

Enter Total number of 9-12 males. Enter the Percentage of 9-12 males to the total 9-12 enrollment.

Enter Total males in 9-12 vocational and technical education. Enter the Percentage of 9-12 males in 9-12 vocational and technical education.

Next four School Years

Enter Projections for 2000-2001, 2001-2002, 2002-2003, and 2003-2004.

Row 3: Female

1999-2000 School Year

Enter Total number of 9-12 females. Enter the Percentage of 9-12 females to the total 9-12 enrollment.

Enter Total number of females in 9-12 vocational and technical education. Enter the Percentage of females in 9-12 vocational and technical education.

Next four School Years

Enter Projections for 2000-2001, 2001-2002, 2002-2003, and 2003-2004.

The sum of percentages in row 2 and 3 equals 100 %.

Row 4: Black, non-Hispanic

1999-2000 School Year

Enter Total number of 9-12 Black, non-Hispanics. Enter the Percentage 9-12 Black, non-Hispanics to the total 9-12 enrollment

Enter Total number of Black, non-Hispanics in 9-12 vocational and technical education. Enter the Percentage of Black, non-Hispanics in 9-12 vocational and technical education.

Next four School Years

Enter Projections for 2000-2001, 2001-2002, 2002-2003, and 2003-2004.

Rows 5-8

For the following categories, follow the same steps as described for Row 4:

**American Indian,
Asian/Pacific Islander,
Hispanic, and**

White/non-Hispanic.

Sum of percentages in rows 4 through 8 totals 100%.

Row 9: Students with disabilities

Include any individual who (1) has a physical or mental impairment that substantially limits one or more of the major life activities of that individual; (2) has a record of an impairment described in paragraph (1) of this definition; or (3) is regarded as having an impairment described in paragraph (1) of this definition. Note: It further includes any individual who has been evaluated under Part B of the IDEA and determined to be an individual with a disability who is in need of special education and related services; and any individual who is considered disabled under section 504 of the Rehabilitation Act of 1973. For a student to be coded as handicapped the student must fall under one of the mentioned conditions and there must be substantive evidence of the condition on file at the district. (VEERS)

1999-2000 School Year

Enter *Total* number of 9-12 *students with disabilities*. Enter the *Percentage 9-12 students with disabilities*.

Enter *Total* number of *students with disabilities in 9-12* vocational and technical education. Enter the *Percentage of students with disabilities in 9-12* vocational and technical education.

Next four School Years

Enter *Projections* for 2000-2001, 2001-2002, 2002-2003, and 2003-2004.

Rows 10-14:

For the following categories, follow the same steps as described for Row 9:

Row 10: Students from economically disadvantaged families (including foster children)

Include students who demonstrate a need based on one of the following conditions (with substantive evidence of condition on file):

1. Family or student is eligible—for AFDC, Food Stamps, to be counted under Chapter 1 of Title 1 of the Elementary & Secondary Education Act, or Free or reduced-priced meals under the National School Lunch program; or
2. Determined to be low income according to the latest data from the Dept. of Commerce;
3. Identified as low income based upon other indices of economic status granted by the Secretary of Education.

Row 11: Academically disadvantaged students

Include students who demonstrate a need based on one of the following conditions (with substantive evidence of condition on file):

1. Scores at or below the 25th percentile on a standardized achievement or aptitude test;
2. Whose secondary school grades are below 2.0 on a 4.0 scale where A = 4.0; or
3. Fails to maintain minimum academic competencies. (VEERS)

Row 12: Students with Limited English Proficiency (LEP)

Include students who were not born in the United States or whose native language is a language other than English; who come from environments where a language other than English is dominant; or who are American Indian and Alaska Natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and who by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny those individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society. (VEERS)

Row 13: Teen Single Parents

Include an individual who a) is unmarried or legally separated from a spouse; and b) has a minor child or children for which the parent has either custody or joint custody; or is pregnant. (VEERS)

Row 14: Students preparing for nontraditional employment and training

DPI will provide school districts with the number of students that participated within Instructional Area Codes (IAC) relating to occupations defined by the Bureau of Labor as having a gender ratio less than three to one according to the 2000 census. The '01, '02, and '03 *NTO District Profiles* are available on the DPI website at <http://www.dpi.state.wi.us/dpi/dlsis/let/veersprofiles.html>.

Since the *NTO District Profile* represents all completers as reported on VEERS, the applicant needs to use the “yes” column to obtain the number of students in instructional area codes that have been defined as NTO.

From these reports, enter the numbers and percentages under 2000-01, 2001-02, and 2002-03, VE and VE%.

Using the data from the *NTO District Profile*, enter the number of NTO students in the “VE” column on the application form (see “NTO?/yes” column.).

Using the data from the *NTO District Profile*, enter the percentage of NTO students in the “VE%” column on the application form (see “NTO%” column.). Please note that the '01, '02, and '03 *NTO District Profiles* have been updated to include this percentage.

For 2003-04, examine the three years worth of data. If the projection needs to be adjusted, do so at this time. (Refer to *Appendix K, Non-traditional Employment and Training Crosswalk*.)

II.C—Vocational and Technical Education Program Description (*Limit narrative to seven pages.*)

II.C.1 Provide the district(s) mission and/or philosophy statement of vocational education.

The district/consortium shall develop a mission and/or philosophy that provide the reader with insight into the overall purpose and direction of vocational and technical education and its relationship to the school district(s) overall educational philosophy. The philosophy should emphasize student needs and outcomes.

II.C.2 Provide a concise, comprehensive description of the vocational education programs, currently offered by the school district(s).

For each program area, this description must address **all** of the following elements:

- **Articulation efforts** between secondary and post-secondary programs (combine information for consortiums, if appropriate);
- **Examples** of model integrated academic and occupational curriculum (no more than one per vocational discipline);
- **Types** of work-based learning programs provided within the district/consortium;
- **Examples** of vocational student organization activities that are integrated into the curriculum (no more than one per vocational discipline); and
- **Examples** of model courses that extend vocational and technical offerings through distance learning.

II.C.3 Describe how the school district(s) provides vocational education programs that offer a coherent sequence of courses [Fed. Req. #3(A), #3(C), #9, #10].

For each program area, this description **must** address all of the following elements:

- school district policy on adoption of state academic content standards in math, science, social studies, English and influence of these standards on vocational and technical education course sequencing;
- how the state vocational standards have been integrated into existing courses;

- work-based learning courses that support integrated employability skills (SCANS) and industry-based skill standards;
- student services and career guidance as described in the Education for Employment Standard and the Wisconsin Developmental Guidance Model.
- assessment of student progress in vocational and technical education;
- professional development plan for vocational and technical, academic, guidance, and administrative personnel.

II.C.4 Describe how the school district(s) assures that the vocational and technical education program is of such size, scope, and quality as to bring about improvement in the quality of education offered by the district(s) [Fed. Req. #1, #4, #5].

Indicate current plans of vocational and technical education programs of sufficient size and depth as to significantly improve the overall quality of education offered by the school district(s). Indicate **how** district/consortium determines program improvement priorities. Describe **how** parents, students, teachers, representatives of business and industry/labor organizations/special populations/other interested individuals are involved in the development and implementation of vocational and technical education programs.

II.C.5 Describe the program evaluation standards the school district(s) currently uses to measure its progress and continuously improve performances [Fed. Req. #4 and #6].

Indicate how the district/consortium evaluates programs to measure progress based on student outcomes. Indicate the evaluation standards and criteria used to determine student needs and priorities. Describe how needs were met. Describe how parents, students, teachers, representatives of business and industry/labor organizations/special populations/other interested individuals are involved in the evaluation of vocational and technical education programs. At a minimum, Wisconsin's Core Indicators and State Initiatives must be addressed. (Refer to Appendix B for Transition from Wisconsin Secondary Vocational Education Standards and Measures to Core Indicators Based on State Adjusted Levels of Performance.)

II.C.6 Describe the program evaluation standards the school district(s) currently uses to measure its progress in providing vocational and technical education students with strong experience in and understanding of all aspects of the industry [Fed. Req. 3(B)].

Describe how the district/consortium provides students with experience in and understanding of all aspects of the industry as defined with the following criteria:

- related academic competencies, industry standards and employability skills;
- principles which underlie technology, and principles of planning, management and finance; and
- labor, community health, safety, and environmental issues.

II.D—Vocational and Technical Student Services

II.D.1 Identify the ways in which the district(s) ensures that members of special populations, including race/ethnic minorities, are not discriminated against in vocational education [Fed. Req. #8].

The district/consortium will describe how nondiscrimination policies and procedures are currently implemented, who is responsible, and how often these are evaluated for effectiveness.

II.D.2 Describe the specific strategies that are currently being implemented to overcome the barriers which result in lowering rates of access to or lowering success in

vocational and technical education programs on the part of special populations, including racial/ethnic minorities. Identify specific outcomes of these efforts to ensure that Wisconsin's Core Indicators and State Adjusted Levels of Performance are met [Fed. Req. #7].

There are two parts to this requirement:

1. A district/consortium must include a summary of strategies currently being implemented **which go beyond what is done for non-special populations students** to reduce barriers and improve access to vocational and technical education. This section must describe **actions** vs. nondiscrimination policies, what the law says, etc. An acceptable response includes specific outreach, recruitment, retention, and other strategies that have been tried, some of which may be targeted to a particular subgroup of special populations. How much **more** needs to be done depends upon whether or not these groups are currently participating in all vocational and technical education programs in proportion to their rate in the general population.
2. A district/consortium must identify the **services** that are currently provided which **go beyond what is done for non-special needs students** to ensure **successful completion** of vocational and technical education programs. An acceptable response includes services such as targeted career exploration experiences, counseling, child care, support groups, mentoring, English language acquisition classes, class size modifications, etc. The issue is what **special** services have been provided not another restatement of nondiscrimination policies.

The response to both A.) and B.) includes "what is working" to ensure that Wisconsin's Core Indicators and State Initiatives are met. (Refer to Appendix B for Transition from Wisconsin Secondary Vocational Education Standards and Measures to Core Indicators Based on State Adjusted Levels of Performance.) **If a school district is in non-compliance with State Initiative W1, this section must include a description of how services will change in order to bring the district in compliance with the State Initiative (new requirement beginning in 2003-04).**

II.D.3 Describe the specific strategies the district/consortium is currently utilizing to promote preparation for and completion of nontraditional training and employment and the impact of these strategies. Minimally, Wisconsin's Core Indicators and State Adjusted Levels of Performance must be addressed [Fed. Req. #8].

A district/consortium must identify **specific** marketing, assessment, and intervention used to achieve higher nontraditional enrollment and retention rates and the **impact** of these strategies. A response might include specific targeted career exploration, outreach and retention strategies, curriculum and instructional strategies, class size modifications, counseling, mentoring, support groups, etc.

At a minimum, Wisconsin's Core Indicators and State Initiatives must be addressed (Refer to Appendix B for Transition from Wisconsin Secondary Vocational Education Standards and Measures to Core Indicators Based on State Adjusted Levels of Performance.) **If a school district is in non-compliance with State Initiative W2, this section must include a description of how services will change in order to bring the district in compliance with the State Initiative (new requirement beginning in 2003-04).**

II.E—Coordinating Vocational and Technical Education with Other Relevant Groups/Programs

II.E.1 Summarize results of annual vocational education graduate follow-up surveys and employer follow-up surveys.

Follow-up data tells you about student needs including program improvement implications. Include both graduate follow-up and employer follow-up findings on workplace readiness skills, academic skills, and the overall quality of vocational and technical preparation.

II.E.2 Describe the methods used to coordinate vocational education services with other relevant programs. (Include a description of cooperative arrangements established with local economic development groups, Technical Preparation consortia, Private Industry Councils and job centers, CESAs, CBOs, post-secondary institutions established under Section 102 (a) of such Act, in order to avoid duplication and to expand the range of and accessibility to vocational and technical education services.)

The application should describe the ways in which the district/consortium cooperates with local economic development groups, Tech Prep consortia, community-based organizations, PIC, Job Centers, CESA, and post-secondary institutions (particularly those who are members of special populations). Indicate the types of agreements and outcomes that will be expected by the students (measures).

Section III—Local Project Plan for Use of CPA Funds—State Institutions and Formula Allocation

Upon completion of the *Local Profile*, it is appropriate to consider what next steps to follow in the development of the *Local Project Plan for Use of CPA Funds*. The following is a list of suggestions:

- Form/continue a vocational and technical education program advisory group consisting of members with a vested interest in program development.
- Allow time for people to become familiar with the “state-of-the-art” vocational and technical education in the district(s).
- Review the *Local District Profile* and other needs assessments for evidence of existence of need as well as the severity of the needs identified.

III.A—Local Project Plan Title

The Local Project Plan Title should be a strong indicator of the major focus. The reader should be able to tell quickly what to look for in the Local Project Plan for Use of CPA Funds from the title. Some examples might be:

- “Expanding Work-Based Learning;”
- “Integrating Academic and Vocational Standards into the Curriculum;”
- “Linking Secondary and Post-secondary Curriculum.”

Describe the major focus of the Local Project Plan for Use of CPA Funds with a short title. (This title will also appear on the Budget/Budget Modification template (PI-1303-A.)

III.B—Local Project Description

The Local Project Description includes the following:

- intent of the Local Project Plan for Use of CPA Funds and includes a statement of purpose,
- Local Project Plan for Use of CPA Funds in relation to national, state, and local goals, including if it is part of a much larger project in which the school district/consortium is involved,
- consistency with the purpose of the act (page 5, CPA Guide),
- way(s) in which program(s) receiving funds under the Local Project Plan for Use of CPA Funds will improve the academic and technical skills of students,
- what parents, students, teachers, and representatives of business and industry/labor organizations/special populations suggested,
- strategies to be implemented in order to bring the school district/consortium into compliance with Wisconsin’s Core Indicators and State Initiatives (*2002 District Profile*) if applicable, and

- findings of the 2004-2005 Local Profile (Section II, *2004-2005 Carl Perkins Basic Grant Application*).

III.C—Local Project Plan

Complete one chart per goal. Copy as many pages as needed. Each Goal must have an alpha designation.

This section was revised for 2003-04:

- standards and measures were replaced with the CPA Core Indicators, and
- a row was added to capture the administrative expense (if included as part of the CPA budget request).

By each Activity, enter corresponding CPA Core Indicator, Date, Project Evaluation Plan, Title or Position of Coordinator, and Budgeted \$\$.

By each *Activity*, enter a numeric designation.

Goal Include Alpha Designation

As written goals are developed, keep in mind the overall purpose of CPA III, State Plan Goals, and the areas necessitating change to better educate youth in the school district/consortium. Finally, consider the following as goal statements are written:

- Goals describe the desired broad outcome in clear and succinct language.
- Goals should be realistic and logically related to the identified need.
- Goals describe the overall outcome, not just one step necessary to achieve a given broad outcome.
- Goals must reflect the intent of the law, be consistent with the district/consortium's Local Profile and identified needs.

In chart format, identify one **Goal** per page including an alpha designation.

Activity*

Develop a chronological list of activities to be accomplished. Each *Activity* **must** include a **numeric** designation.

Identify each *Activity* with an asterisk (*) that will be implemented in order to bring a school district into compliance with the *CPA Core Indicators*.

CPA Core Indicator (Fed. Req. #2)

Each *Activity* must result in DPI meeting the State's Adjusted Levels of Performance for the CPA Core Indicators. (Refer to Appendix B for Transition from Wisconsin's Secondary Vocational Education Standards and Measures to Core Indicators Based on State Adjusted Levels of Performance.)

Based on the identification of each local *Activity*, the applicant must correlate each *Activity* to one or more of the *CPA Core Indicators*. Check all that apply.

Date

Identify the *Date* each *Activity* is to be accomplished. The date of the activity must be within grant period; i.e., July 1, 2004 through June 30, 2005.

Project Evaluation Plan

Identify the way in which the Local Project Plan will be evaluated. The evaluation criteria must measure progress based on the *CPA Core Indicators* and serve as a catalyst for developing improvement plans in following years.

Title or Position of Coordinator

Identify position/title of individual responsible for coordinating each *Activity*.

Budgeted \$\$

Formula Allocation—in chart format, applicant identifies the amount to be paid for each *Activity* with local funds and/or federal CPA funds. If no monies are to be used, **enter 0**. The CPA columns must equal the corresponding PI-1303-A, *Section III.D and VII*; i.e., the amount requested for the application.

State Institution—in chart format, applicant identifies the amount to be paid for each *Activity* with federal CPA funds. If no monies are to be used, **enter 0**. The CPA columns must equal the corresponding PI-1303-A, *Section III.D and VII*; i.e., the amount requested for the application.

Section III.D—Summary Use of CPA Funds *Formula Allocation Application Only*

Applicant must use the revised PI-1303-A, Budget/Budget Modification template.

Section IV—Local Project Plan for Use of CPA Funds—10% State Reserve

Applicant does not complete this section.

Section V—Program Evaluation and Improvement

This section was revised for 2003-04. Complete this section if the school district/consortium is a *Formula Allocation* applicant. Complete one chart per district and copy as many pages as needed. (See “Tips” in *Appendix I* for copying instructions.)

All applicants complete *Sections V.A and V.B, and V.D; i.e., School District, Compliance with Core Indicators, and Compliance with State Initiatives*. The “source document” for compliance with *Core Indicators* and *State Initiatives* is the FY '02 *District Profile*. The *District Profile* is available on the DPI website at <http://www.dpi.state.wi.us/dpi/dlsis/let/veersprofiles.html>.

V.A—School District

Enter the name of the school district participating in the *2004-2005 Carl Perkins Basic Grant Application*.

V.B—Compliance with Core Indicators

Using the coding on the FY '02 *District Profile*, indicate the school district's compliance/non-compliance with each of the core indicators.

V.C—Local Improvement Plan (LIP)

Complete only for school districts in noncompliance with *Standard A* (No) **and** *B* (No) in FY '02.

Using alpha/numeric coding from above, enter the letter/number of the core indicator in which a school district is in noncompliance.

Each strategy to be used to bring a school district into compliance with the *Core Indicators* must be identified as an activity in the *Local Project Plan for Use of CPA Funds, Section IIIC—Activity* and marked with an asterisk (*).

V.D—Compliance with State Initiatives

Using the coding on the FY '02 *District Profile*, indicate the school district's compliance/non-compliance with each of the *State Initiatives*.

V.E—Local Improvement Plan (LIP)

Complete only for school districts in noncompliance with *Standard A* (No) **and** *B* (No) in FY '02.

Using alpha/numeric coding from above, enter the letter/number of the State Initiative in which a school district is in noncompliance.

Beginning in 2003-04, each strategy to be used to bring a school district into compliance with the State Initiatives must be identified as an *Activity* in the *Local Profile, Section II.D.2* (special pops) and/or *II.D.3* (gender participation). The activity must be marked with the corresponding letter/number of the State Initiative and an asterisk (*).

Section VI—Consortium Contracting

School districts can contract with a Cooperative Education Service Agency (CESA) or another school district (66.30) for purposes of meeting the minimum allocation requirement in CPA III. These school districts are required to complete this section. If the fiscal agent has a “local” contract, the contract may be used in lieu of this section **providing** the contract does not change the intent of the state requirements for CPA III contracting.

A signed contract is required as part of the 2004-2005 Carl Perkins Basic Grant Application.

The Fiscal Agent LVEC is required to **keep** one copy of the completed contract on file at the local school district.

The Department of Public Instruction established a Fiscal Agent Policy. To bring Carl Perkins funding in alignment with this policy, the contracting portion of the Carl Perkins Basic Grant application form (PI-1303) has been revised. Therefore, all consortiums will be required to submit new contracts for 2004-05. The Fiscal Agent Policy can be found in *Appendix M* of this guide.

VI.A—CESA Services Agreement

For school districts contracting with a CESA as part of the *2004-2005 Carl Perkins Basic Grant Application*, complete this section.

Complete contract for each participating school district and submit two originals of signed contract for one participating school district as part of the *2004-2005 Carl Perkins Basic Grant Application*. (Refer to information above prior to completing the form).

CESA Name

Enter name of the CESA that will act as fiscal agent for the *2004-2005 Carl Perkins Basic Grant Application*.

CESA Member Districts

Enter the names of all school districts contracting with the CESA as part of the *2004-2005 Carl Perkins Basic Grant Application*.

Enter the length of the contract and corresponding school year(s).

Enter the name of school district contracting with CESA for services.

District Administrator Signature Blue Ink Only

The district administrator of the school district contracting with the CESA for the *2004-2005 Carl Perkins Basic Grant Application* must sign the contract in blue ink.

Date Signed Mo./Day/Yr.

The month, day, and year the individual signed the contract must be entered.

Board President Signature Blue Ink Only

The board president of the school district contracting with the CESA as part of the *2004-2005 Carl Perkins Basic Grant Application* must sign the contract in blue ink.

Date Signed Mo./Day/Yr.

The month, day, and year the individual signed the contract must be entered.

Board Clerk Signature Blue Ink Only

The board clerk of the school district contracting with the CESA as part of the *2004-2005 Carl Perkins Basic Grant Application* must sign the contract in blue ink.

Date Signed Mo./Day/Yr.

The month, day, and year the individual signed the contract must be entered.

CESA Number

Enter the number of the CESA.

CESA Board of Control Representative Signature Blue Ink Only

A representative of the respective CESA Board of Control must sign the contract in blue ink.

Date Signed Mo./Day/Yr.

The month, day, and year the individual signed the contract must be entered.

CESA Administrator Signature Blue Ink Only

The administrator of the CESA that is acting as the fiscal agent for the *2004-2005 Carl Perkins Basic Grant Application* must sign the contract in blue ink.

Date Signed Mo./Day/Yr.

The month, day, and year the individual signed the contract must be entered.

CESA LVEC Signature Blue Ink Only

The person who is employed as a Local Vocational Education Coordinator by the CESA for the *2004-2005 Carl Perkins Basic Grant Application* must sign the contract in blue ink.

Date Signed Mo./Day/Yr.

The month, day, and year the individual signed the contract must be entered.

VI.B—66.30 Agreement

For a school district contracting with another school district as part of the *2004-2005 Carl Perkins Basic Grant Application*, complete this section.

Complete for each participating school district and submit original of signed contract for one participating school district as part of the *2004-2005 Carl Perkins Basic Grant Application*. **It is unnecessary for the fiscal agent district to complete a contract for itself.** (Refer to information above prior to completing the form.)

Name of School District

Enter the name of the school district that will act as fiscal agent for the *2004-2005 Carl Perkins Basic Grant Application*.

Consortium Member Districts

Enter the names of all school districts contracting with this school district as part of the *2004-2005 Carl Perkins Basic Grant Application*.

Enter response to *Name of School District* from above; i.e., the fiscal agent of the *2004-2005 Carl Perkins Basic Grant Application*.

Enter the length of the contract and corresponding school year(s).

Enter name of school district contracting with the fiscal agent for 66.30 services.

District Administrator Signature Blue Ink Only

The administrator of the school district that is contracting with the fiscal agent for the 2004-2005 Carl Perkins Basic Grant Application must sign the contract in blue ink.

Date Signed Mo./Day/Yr.

The month, day, and year the individual signed the contract must be entered.

Board President Signature Blue Ink Only

The board president of this school district must sign the contract in blue ink.

Date Signed Mo./Day/Yr.

The month, day, and year the individual signed the contract must be entered.

Board Clerk Signature Blue Ink Only

The board clerk of this school district must sign the contract in blue ink.

Date Signed Mo./Day/Yr.

The month, day, and year the individual signed the contract must be entered.

Fiscal Agent District

Enter the Name of School District; i.e., the fiscal agent of the 2004-2005 Carl Perkins Basic Grant Application.

Fiscal Agent Administrator Signature Blue Ink Only

The administrator of the school district acting as the fiscal agent for the 2004-2005 Carl Perkins Basic Grant Application must sign the contract in blue ink.

Date Signed Mo./Day/Yr.

The month, day, and year the individual signed the contract must be entered.

Fiscal Agent LVEC Signature Blue Ink Only

The person who is employed as a Local Vocational Education Coordinator by the fiscal agent for the 2004-2005 Carl Perkins Basic Grant Application must sign the contract in blue ink.

Date Signed Mo./Day/Yr.

The month, day, and year the individual signed the contract must be entered.



WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
ATTN: MARILYN BACHIM
CAREER AND TECHNICAL EDUCATION TEAM
P. O. BOX 7841
MADISON, WI 53707-7841

and e-mail application to:

marilyn.bachim@dpi.state.wi.us

Collection of this information is a requirement of PL 105-332.

Section I—Administrative Provisions

I.A—COVER SHEET

Funding Source *Check One*

- ☐ Title I, Part B, State Provisions *State Institutions*
☐ Title I, Part C, Local Provisions *Formula Allocation*

Is This a Consortium Application?

- ☐ Yes ☐ No

Type of Application *Check One*

- ☐ New District/Consortium ☐ Continuing Schools ☐ New/Different Schools in a Continuing Consortium

Fiscal Agent

District or CESA Code

LVEC Name

LVEC Address *Street, City, State, Zip*

LVEC Phone *Area/No.*

LVEC Fax *Area/No.*

LVEC E-Mail

I.B—GENERAL ASSURANCES

1. The eligible recipient shall provide assurances that the eligible recipient will provide a vocational and technical education program that is of such size, scope, and quality to bring about improvement in the quality of vocational and technical programs.
2. Section 427(b) of GEPA requires each applicant shall develop and describe in the application the steps to ensure equitable access to, and equitable participation in, the project or activity to be conducted with such assistance, by addressing the special needs of students, teachers and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, national origin (includes limited English proficiency), color, disability, and age.
3. Equal access to relevant training and vocational and technical education activities shall be provided to meet the needs of males and females who desire to enter occupations that are not traditionally associated with their gender.
4. Nothing in this Act shall be construed to be inconsistent with applicable federal law prohibiting discrimination on the basis of race, color, sex, national origin, age, or disability in the provision of federal programs or services.
5. Federal vocational funds shall be used to supplement, and to the extent practicable, increase the amount of local funds for vocational and technical education, and in no case supplant (replace) such local funds.
6. Federal funds shall not be used to purchase any equipment or instructional aids that directly financially benefit any union or other organization representing the interests of the purchasing entity.
7. A DPI certified LVEC shall be employed by the fiscal agent and **must also participate in the planning and implementation of the project.**
8. No funds made available under this Act shall be used (1) to require any secondary school student to choose or pursue a specific career path or major; and (2) to mandate that any individual participate in a vocational and technical education program, including a vocational and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery.
9. No funds received under this Act may be used to provide vocational and technical education programs to students prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used by such students.
10. An eligible agency or eligible recipient that uses funds under this Act for in-service and pre-service professional development programs for vocational and technical education teachers, administrators, and other personnel may, upon request, permit the participation in such programs of vocational and technical education teachers, administrators, and other personnel in nonprofit private schools offering vocational and technical education programs located in the geographical area served by such agency or recipient.

Section I—Administrative Provisions (CONT.)

I.B—GENERAL ASSURANCES (CONT.)

11. Equal and fair consideration of all populations, regardless of race, sex, age, religion, sexual orientation, handicap or national origin, shall be given in the selection of project personnel, advisory or steering committee members and in other activities operated as part of the application.
12. The application as well as all written and/or audiovisual materials produced shall be gender fair in word, image, and reference.
13. Applicant shall adhere to the Stevens Amendment Disclosure (PL 102-141, Section 23, and PL 102-170, Section 511) when issuing statements, press releases, requests for proposals, bid solicitations, and other documents and products describing projects or programs funded in whole or in part with federal money, all grantees, including but not limited to state and local governments, shall clearly state: the percentage of the total cost of the program or project which will be financed with federal money and the dollar amount of federal funds awarded to the project or program.
14. Applicant shall comply with all federal and state reporting requirements, a year-end report, quarterly fiscal reports, and other data surveys conducted through federal and state resources.

I.C—CERTIFICATION

THE FOLLOWING SCHOOL OFFICIALS AND STAFF HEREBY AGREE to comply with federal and state regulations regarding maintenance and audits of records in such a way as a) to avoid commingling of CPA and other funds, b) to submit necessary reports and data; and certify that the information provided in this application is true and correct to the best of our knowledge, information, and belief, and that the required assurances are given. All approved programs, services and activities will be conducted in accordance with state and federal laws, rules, and regulations and in accordance with Wisconsin Department of Public Instruction policies and program standards.

Name and Title of Fiscal Agent Administrator *Typed*

Signature of Fiscal Agent Administrator *Blue Ink Only*



Date Signed *Mo./Day/Yr.*

Name of Administrator Responsible for Project *Typed*

Signature of Administrator Responsible for Project (LVEC) *Blue Ink Only*



Date Signed *Mo./Day/Yr.*

Section I—Administrative Provisions (CONT.)
COPY AS MANY PAGES AS NEEDED.

I.D—CONSORTIUM ROSTER OF LEA DESIGNEES *CONSORTIUM APPLICATIONS ONLY*

Type or print legibly. Names identified below are automatically placed in the Secondary Leaders/Administrators in Vocational Education Directory.

1. Participating District <i>List each individual LEA</i>		Telephone <i>Area/No.</i>
Name of LEA Designee*	Position/Title	Fax <i>Area/No.</i>
Address of LEA Designee <i>Street, City, State, Zip</i>		E-Mail Address
2. Participating District <i>List each individual LEA</i>		Telephone <i>Area/No.</i>
Name of LEA Designee*	Position/Title	Fax <i>Area/No.</i>
Address of LEA Designee <i>Street, City, State, Zip</i>		E-Mail Address
3. Participating District <i>List each individual LEA</i>		Telephone <i>Area/No.</i>
Name of LEA Designee*	Position/Title	Fax <i>Area/No.</i>
Address of LEA Designee <i>Street, City, State, Zip</i>		E-Mail Address
4. Participating District <i>List each individual LEA</i>		Telephone <i>Area/No.</i>
Name of LEA Designee*	Position/Title	Fax <i>Area/No.</i>
Address of LEA Designee <i>Street, City, State, Zip</i>		E-Mail Address
5. Participating District <i>List each individual LEA</i>		Telephone <i>Area/No.</i>
Name of LEA Designee*	Position/Title	Fax <i>Area/No.</i>
Address of LEA Designee <i>Street, City, State, Zip</i>		E-Mail Address
6. Participating District <i>List each individual LEA</i>		Telephone <i>Area/No.</i>
Name of LEA Designee*	Position/Title	Fax <i>Area/No.</i>
Address of LEA Designee <i>Street, City, State, Zip</i>		E-Mail Address
7. Participating District <i>List each individual LEA</i>		Telephone <i>Area/No.</i>
Name of LEA Designee*	Position/Title	Fax <i>Area/No.</i>
Address of LEA Designee <i>Street, City, State, Zip</i>		E-Mail Address
8. Participating District <i>List each individual LEA</i>		Telephone <i>Area/No.</i>
Name of LEA Designee*	Position/Title	Fax <i>Area/No.</i>
Address of LEA Designee <i>Street, City, State, Zip</i>		E-Mail Address

*This individual must be a vocationally certified teacher and a member of the *CPA consortium council*.

SECTION II—LOCAL PROFILE
LIMIT NARRATIVE TO SEVEN PAGES.

II.A—Community Development

II.A.1 Describe basic demographic data, general economic condition of the community, and regional/local labor market needs in terms of:

- Population trends

- The type(s) of local municipal government and community growth

- Economic development and business/industry growth (e.g., employers)

- Occupational and employment projections, community entry-level jobs, and other demographic trends (i.e., rate of women in jobs, rate of single women heads of households in jobs; farm employment trends, private sector employment rates).

SECTION II—LOCAL PROFILE (CONT.)

SECTION II.B—ENROLLMENT AND TRENDS

COMPLETE ONE CHART PER SCHOOL DISTRICT. COPY AS MANY PAGES AS NEEDED.

School District

Cohorts	Enrollment/Enrollment Projections and Percentages							
	1999-2000				2000-2001			
	Total	%	Voc Ed	%	Total	%	Voc Ed	%
1. 9-12								
2. Male								
3. Female								
4. Black, Non-Hispanic								
5. American Indian								
6. Asian, Pacific Islander								
7. Hispanic								
8. White, Non-Hispanic								
9. Students with disabilities								
10. Students from economically disadvantaged families (including foster children)								
11. Academically disadvantaged students								
12. Students with Limited English Proficiency (LEP)								
13. Teen Single Parents								
14. Students preparing for non-traditional employment and training	n/a	n/a	n/a	n/a	n/a	n/a		

Cohorts	Enrollment/Enrollment Projections and Percentages											
	2001-2002				2002-2003				2003-2004			
	Total	%	Voc Ed	%	Total	%	Voc Ed	%	Total	%	Voc Ed	%
1. 9-12												
2. Male												
3. Female												
4. Black, Non-Hispanic												
5. American Indian												
6. Asian, Pacific Islander												
7. Hispanic												
8. White, Non-Hispanic												
9. Students with disabilities												
10. Students from economically disadvantaged families (including foster children)												
11. Academically disadvantaged students												
12. Students with Limited English Proficiency (LEP)												
13. Teen Single Parents												
14. Students preparing for non-traditional employment and training	n/a	n/a			n/a	n/a			n/a	n/a		

SECTION II—LOCAL PROFILE (CONT.)

II.C—VOCATIONAL AND TECHNICAL EDUCATION PROGRAM DESCRIPTION

- II.C.1 Provide the district(s) mission and/or philosophy statement of vocational education.
- II.C.2 Provide a concise, comprehensive description of the vocational education programs, currently offered by the school district(s).
- II.C.3 Describe how the school district(s) provides vocational education programs that offer a coherent sequence of courses [Fed. Req. #3(A), #3(C), #9, #10].
- II.C.4 Describe how the school district(s) assures that the vocational and technical education program is of such size, scope, and quality as to bring about improvement in the quality of education offered by the district(s) [Fed. Req. #1, #4, #5].
- II.C.5 Describe the program evaluation standards the school district(s) currently uses to measure its progress and continuously improve performances [Fed. Req. #4 and #6].
- II.C.6 Describe the program evaluation standards the school district(s) currently uses to measure its progress in providing vocational and technical education students with strong experience in and understanding of *all aspects of the industry* [Fed. Req. 3(B)].

II.D—Vocational and Technical Student Services

- II.D.1 Identify the ways in which the district(s) ensures that members of special populations, including race/ethnic minorities, are not discriminated against in vocational education [Fed. Req. #8].
- II.D.2 Describe the specific strategies that are currently being implemented to overcome the barriers which result in lowering rates of access to or lowering success in vocational and technical education programs on the part of special populations, including racial/ethnic minorities. Identify specific outcomes of these efforts to ensure that *Wisconsin's Core Indicators and State Adjusted Levels of Performance* are met [Fed. Req. #7].
- II.D.3 Describe the specific strategies the district/consortium is currently utilizing to promote preparation for and completion of nontraditional training and employment and the impact of these strategies. Minimally, *Wisconsin's Core Indicators and State Adjusted Levels of Performance* must be addressed [Fed. Req. #8].

II.E—Coordinating Vocational and Technical Education with Other Relevant Groups/Programs

- II.E.1 Summarize results of annual vocational education graduate follow-up surveys and employer follow-up surveys.
- II.E.2 Describe the methods used to coordinate vocational education services with other relevant programs. (Include a description of cooperative arrangements established with local economic development groups, Technical Preparation consortia, Private Industry Councils and job centers, CESAs, CBOs, post-secondary institutions established under Section 102 (a) of such Act, in order to avoid duplication and to expand the range of and accessibility to vocational and technical education services.)

	Section III—Local Project Plan for Use of CPA Funds State Institutions and Formula Allocation <i>STATE INSTITUTIONS OR FORMULA ALLOCATION APPLICATIONS ONLY</i>	
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III.A—LOCAL PROJECT PLAN TITLE

III.B—LOCAL PROJECT DESCRIPTION

Section III—Local Project Plan for Use of CPA Funds
State Institutions and Formula Allocation (CONT.)
 COMPLETE ONE CHART PER GOAL. COPY AS MANY PAGES AS NEEDED.

III.C—Local Project PlanGoal *Include Alpha Designation*

Activity* <i>Include Numeric Designation</i>	CPA Core Indicator [Federal Requirement #2]	Date	PROJECT EVALUATION PLAN	TITLE OR POSITION OF COORDINATOR	BUDGETED \$\$	
					LOCAL	CPA**
	1S1 Academic Attainment					
	1S2 Skill Proficiency					
	2S1 Completion					
	2S2 Diploma Credential					
	3S1 Placement					
	4S1 Nontraditional Participation					
	4S2 Nontraditional Completion					
	1S1 Academic Attainment					
	1S2 Skill Proficiency					
	2S1 Completion					
	2S2 Diploma Credential					
	3S1 Placement					
	4S1 Nontraditional Participation					
	4S2 Nontraditional Completion					
	1S1 Academic Attainment					
	1S2 Skill Proficiency					
	2S1 Completion					
	2S2 Diploma Credential					
	3S1 Placement					
	4S1 Nontraditional Participation					
	4S2 Nontraditional Completion					
	1S1 Academic Attainment					
	1S2 Skill Proficiency					
	2S1 Completion					
	2S2 Diploma Credential					
	3S1 Placement					
	4S1 Nontraditional Participation					
	4S2 Nontraditional Completion					
Administrative Expenses (5% cap on federal money)						
Total						

Identify each activity with an asterisk () that will be implemented in order to bring a school district into compliance with *CPA Core Indicators*.

** Sum of this column must equal project request; i.e., total on PI-1303-A, Section III.D and Section VII.

**Section III—Local Project Plan for Use of CPA Funds
State Institutions and Formula Allocation (CONT.)**

III.D—SUMMARY OF USE OF CPA FUNDS FORMULA ALLOCATION APPLICATIONS ONLY

Summarize costs of *Local Project Plan* by the following use of funds:

REQUIRED USES OF FUNDS	FEDERAL AMOUNT BUDGETED FY
Integrate academic, vocational and technical components	
Provide students with strong experience in and understanding of all aspects of an industry	
Develop, improve, or expand the use of technology in vocational and technical education	
Provide professional development programs to teachers, counselors, and administrators	
Develop and implement evaluations which assess the need for formula allocation	
Initiate, improve, expand, and modernize quality vocational and technical education programs	
Provide services and activities that are of sufficient size, scope and quality to be effective	
Link secondary and postsecondary vocational education programs	
<i>Permissible Uses of Funds</i>	
Involve parents, businesses, and labor organizations in the design, implementation and evaluation of programs	
Provide career guidance and academic counseling for students	
Provide work-related experience, i.e., internships, co-op education, school-based enterprises, entrepreneurship, etc.	
Provide programs for special populations	
Local education and business partnerships	
Assist vocational and technical student organizations	
Provide mentoring and support services	
Leasing, purchasing, upgrading or adapting equipment, including instructional aides	
Provide teacher preparation programs	
Improving or developing new vocational and technical education courses	
Provide support for family and consumer sciences programs	
Provide vocational and technical education programs for adults and school dropouts	
Provide assistance to students in finding an appropriate job and continuing their education	
Support nontraditional training and employment activities	
Support other activities that are consistent with the purpose of this Act	
Administrative Funds*	
Total Requested for Application	\$0

*No more than 5 percent can be used for administrative costs.

Section IV—Local Project Plan for Use of CPA Funds—10% State Reserve**IV.A—Local Project Description** *Refer to Formula Allocation Application***IV.A.1—Project Description** (CPA Core Indicator #1S1, #1S2, #2S1, and #2S2)—20 points

**To complete
this section,**

IV.A.2—Plan for Local Sustainability—10 points

please use the

10% State Reserve

IV.A.3—Plan for Local Advisory Council Input—10 points

application template.

IV.A.4—Student Training in Workplace Ethics Including Diversity and Harassment (CPA Core Indicator #4S1 and State Initiative W2)—10 points

Section IV—Local Project Plan for Use of CPA Funds—10% State Reserve

IV.A.5—Increased Student Participation (CPA Core Indicator #1S2 and #2S1)—10 points, **Increased Participation of Special Populations** (State Initiative W1)—10 points, and **Increased Gender Participation in Nontraditional Occupations** (CPA Core Indicator #4S1 and #4S2 and State Initiative W2)—10 points

a. Universe

Actual 2003/2004

Projected 2004/2005

Increase of students in this Certificated Program
(Projected minus Actual)

0

b. Special Populations

Actual 2003/2004

Projected 2004/2005

Increase of students in this Certificated Program
(Projected minus Actual)

0

c. Gender Participation in Nontraditional Occupations (Core Indicator #4S1 and #4S2)

Actual 2003/2004

Projected 2004/2005

Increase of students in this Certificated Program
(Projected minus Actual)

IV.A.6—Increased Number of students earning Post-secondary Credit Through the Certificated Program
(CPA Core Indicator #4S1) —10 points

Actual 2003/2004

Projected 2004/2005

Increase of students in this Certificated Program
(Projected minus Actual)

IV.B—Certification of Personnel Involved

Teacher(s) Involved

School District

Current Certification/Code

Representative Teacher Signature *Blue Ink Only*

LVEC Signature *Blue Ink Only*

Date Signed

➤

➤

application template.

Section IV—Local Project Plan for Use of CPA Funds—10% State Reserve
 COMPLETE ONE CHART PER GOAL. COPY AS MANY PAGES AS NEEDED.

IV.C—LOCAL PROJECT PLAN

Goal

Activity	Date	Project Evaluation Plan	TITLE OR POSITION OF COORDINATOR	BUDGETED \$\$	
				Local	CPA 10% Reserve*
To complete this section, please use the 10% State Reserve application template.					
Administrative Expenses (5% cap on federal money)					
Total					

*Sum of this column must equal project request; i.e., total on PI-1303-A, Section VII, Vocational Education Financial Plan.

SECTION V—PROGRAM EVALUATION AND IMPROVEMENT
COMPLETE ONE CHART PER DISTRICT. COPY AS MANY PAGES AS
NEEDED.

V.A—School District

V.B—Compliance with CPA Core Indicators

Number	Core Indicator	FY ' Compliance- (Standard A)	FY ' Compliance- (Standard B)
1. S. 1.	Academic Attainment		
1. S. 2.	Skill Proficiency		
2. S. 1.	Completion		
2. S. 2.	Diploma Credential		
3. S. 1.	Placement		
4. S. 1.	Nontraditional Participation		
4. S. 2.	Nontraditional Completion		

V.C—Local Improvement Plan (LIP) Enter the number/letter of each core indicator for which the district is in noncompliance.

V.D—Compliance with State Initiatives

Number	Initiative	FY ' Compliance- (Standard A)	FY ' Compliance- (Standard B)
W1	Special Populations		
W2	Gender Participation in Secondary Vocational Programs		
	a. Vocational Education		
	b. Agriculture and Natural Resources Education		
	c. Business and Information Technology Education		
	d. Family and Consumer Education		
	e. Health Sciences Occupations Education		
	f. Marketing Education		
	g. Technology and Engineering Education		

V.E—Local Improvement Plan (LIP) Enter the number/letter of each State Initiative for which the district is in noncompliance. This letter/number must also appear in at least one activity in Section II.D.2 (special populations) and/or II.D.3 (gender participation).

SECTION VI—CONSORTIUM CONTRACTING

VI.A—CESA Services Agreement Complete for *each* participating school district. Submit **two** originals of signed contract for **one** participating school district.

CESA Name

CESA Member Districts

SAID SCHOOL DISTRICTS HEREBY MUTUALLY AGREE TO THE FOLLOWING CONDITIONS THAT

- said parties agree and contract for the cooperation of vocational education programs, under the Carl D. Perkins Vocational and Technical Education Act of 1998 (PL 105-332).
- the CESA is to be the operator and fiscal agent of the Carl Perkins vocational consortium.
- the annual budget for the cooperative program shall be approved by the school board of each participating school district prior to the beginning of the fiscal year.
- CESA Board of Control agrees to follow DPI's Fiscal Agent Policy.
- the CESA agrees to file a four-year Carl Perkins plan with an annual application, and the required reports with the Department of Public Instruction.
- the CESA agrees to be prepared to assist school districts as requested and required with implementation of the *Local Project Plan*.
- the CESA will utilize appropriate accounting procedures within WUFAR.
- all purchased resources will **remain the property of the consortium**.
- a plan for the final disposition of equipment, facilities and materials that are purchased with CPA funds will be provided by the CESA.
- each school district will adhere to the CPA assurances as listed within the application, and maintain records and other support materials to ensure all assurances are being met.
- student membership for state aid purposes be counted by the district of residence.
- transportation, if required, is to be furnished by the individual school district, and special transportation aid shall also be claimed by the school district of residence.
- the budget and *Local Project Plan* for this cooperative/consortium shall be developed by the CESA LVEC and the Consortium Council.
- the CESA agrees to coordinate and/or maintain all materials and data to assure that the consortium and individual school districts are meeting federal and state requirements dealing with monitoring, fiscal reporting (including budget modifications), student reporting, and other related items that impact upon the requirements of the Carl Perkins Act (PL 105-332).

This agreement shall be effective for a -year period for the school year .

THE SCHOOL DISTRICT OF AGREES TO THE ABOVE TERMS, AND HEREBY AFFIXES THE APPROPRIATE SIGNATURE

District Administrator Signature <i>Blue Ink Only</i> ➤	Date Signed <i>Mo./Day/Yr.</i>
Board President Signature <i>Blue Ink Only</i> ➤	Date Signed <i>Mo./Day/Yr.</i>
Board Clerk Signature <i>Blue Ink Only</i> ➤	Date Signed <i>Mo./Day/Yr.</i>

CESA AGREES TO THE ABOVE TERMS, AND HEREBY AFFIXES THE APPROPRIATE SIGNATURES

CESA Board of Control Representative Signature <i>Blue Ink Only</i> ➤	Date Signed <i>Mo./Day/Yr.</i>
CESA Administrator Signature <i>Blue Ink Only</i> ➤	Date Signed <i>Mo./Day/Yr.</i>
CESA LVEC Signature <i>Blue Ink Only</i> ➤	Date Signed <i>Mo./Day/Yr.</i>

SECTION VI—CONSORTIUM CONTRACTING

VI.B—66.30 Agreement Complete for **each** participating school district. Submit **two** originals of signed contract for **one** participating school district.

Name of School District _____

Consortium Member Districts _____

SAID SCHOOL DISTRICTS HEREBY MUTUALLY AGREE, PURSUANT TO SECTION 66.30 OF THE WISCONSIN STATUTES, TO THE FOLLOWING CONDITIONS THAT:

- said parties agree and contract for the cooperation of vocational education programs, under the Carl D. Perkins Vocational and Technical Education Act of 1998 (PL 105-332).
- the annual budget for the cooperative program shall be approved by the school board of each participating school district prior to the beginning of the fiscal year.
- _____ is to be the operator and fiscal agent of the Carl Perkins vocational consortium.
- the school board has passed the Carl Perkins Cooperative resolution related to this 66.30 agreement.
- school board agrees to follow DPI's Fiscal Agent Policy.
- the fiscal agent agrees to file a four-year Carl Perkins Plan with an annual application, and the required reports with the Department of Public Instruction.
- the fiscal agent agrees to be prepared to assist school districts as requested and required with implementation of the *Local Project Plan*.
- the fiscal agent will utilize separate funding as provided in the Fund 90 series of the Wisconsin Uniform Financial Accounting Requirements.
- all purchased resources will **remain the property of the consortium**.
- a plan for the final disposition of equipment, facilities and materials that are purchased with CPA funds will be provided by the fiscal agent.
- each school district will adhere to the CPA assurances as listed within the application, and maintain records and other support materials to ensure all assurances are being met.
- student membership for state aid purposes be counted by the district of residence.
- transportation, if required, is to be furnished by the individual school district, and special transportation aid shall also be claimed by the district of residence.
- the budget and *Local Project Plan* for this cooperative/consortium shall be developed by the fiscal agent LVEC and the Consortium Council.
- the fiscal agent agrees to coordinate and/or maintain all materials and data to assure that the consortium and individual school districts are meeting federal and state requirements dealing with monitoring, fiscal reporting (including budget modifications), student reporting, and other related items that impact upon the requirements of the Carl Perkins Act (PL 105-332).

This agreement shall be effective for a _____-year period for the school year _____.

THE SCHOOL DISTRICT OF _____ AGREES TO THE ABOVE TERMS, AND HEREBY AFFIXES THE APPROPRIATE SIGNATURE.

District Administrator Signature <i>Blue Ink Only</i> ➤	Date Signed <i>Mo./Day/Yr.</i>
Board President Signature <i>Blue Ink Only</i> ➤	Date Signed <i>Mo./Day/Yr.</i>
Board Clerk Signature <i>Blue Ink Only</i> ➤	Date Signed <i>Mo./Day/Yr.</i>

THE FISCAL AGENT DISTRICT _____ AGREES TO THE ABOVE TERMS, AND HEREBY AFFIXES THE APPROPRIATE SIGNATURES.

Fiscal Agent Administrator Signature <i>Blue Ink Only</i> ➤	Date Signed <i>Mo./Day/Yr.</i>
Fiscal Agent LVEC Signature <i>Blue Ink Only</i> ➤	Date Signed <i>Mo./Day/Yr.</i>

Review Form

The DPI Liaison Consultant completes the PI-1341, *Status of Carl Perkins Basic Grant Application*, for each *Formula Allocation* and *State Institution* project submitted. The form is designed to follow the instructions for the corresponding application form, cell by cell.

A copy of the review form follows.



Wisconsin Department of Public Instruction
STATUS OF CARL PERKINS BASIC GRANT APPLICATION
STATE INSTITUTIONS AND FORMULA ALLOCATION
PI-1341 (Rev. 12-03)

INSTRUCTIONS: Submit **revised** application as an **e-mail attachment** to:

marilyn.bachim@dpi.state.wi.us

Collection of this information is a requirement of PL 105-332.

GENERAL INFORMATION		
Fiscal Agent	LVEC	Project Number
Funding Source <i>Check One</i> <input type="checkbox"/> State Institutions <input type="checkbox"/> Formula Allocation		
Type of Fiscal Agent <i>Check One</i> <input type="checkbox"/> CESA <input type="checkbox"/> 66:30 <input type="checkbox"/> Single District		
Formula Allocation <i>Do not complete for State Institutions</i>	Amount Requested	Amount Approved
Status of Carl Perkins Application <i>Check One</i> <input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Fundable		
Deficiencies are to be resolved prior to encumbering any Carl Perkins monies. Follow the information in <i>the 2004-2005 Carl Perkins Basic Grant Application</i> or call the DPI/CTE Liaison Consultant if in doubt about the application.		
Comments		

LVEC CERTIFICATION STATUS	
LVEC	65 License
DPI/CTE Grant Manager Signature ➤	Date Signed <i>Mo./Day/Yr.</i>
SIGNATURES	
DPI/CTE Liaison Consultant Signature ➤	Date Signed <i>Mo./Day/Yr.</i>
DPI/CTE Liaison Team Member Signature ➤	Date Signed <i>Mo./Day/Yr.</i>

STATUS OF CARL PERKINS APPLICATION

I. Administrative Provisions

Select from
dropdown list.

I.A—Cover Sheet

Only one funding source checked

Application represents a single district or consortium

Type Of Application is new district/consortium, continuing schools, **or** new/different schools in a continuing consortium

Name of the institution eligible to receive this grant, i.e., the fiscal agent

District or CESA Code

LVEC Name

LVEC Address

LVEC Phone

LVEC Fax

LVEC E-mail

Comments

I.C—Certification

Name of Fiscal Agent Administrator

Title of Fiscal Agent Administrator

Signature in blue ink of Fiscal Agent Administrator

Name of Administrator Responsible for Project (LVEC)

Signature in blue ink of Administrator Responsible for Project (LVEC)

Two (2) signature pages **mailed** to Marilyn Bachim

I.D—Consortium Roster of LEA Designees Consortiums Only

Participating District

Name of LEA Designee

Address of LEA Designee

Position/Title

Telephone Area/No.

Fax Area/No.

E-mail Address

LEA Designee a vocationally certified teacher or written justification for non-vocationally certified teacher provided electronically

Comments

II. Local Profile

II.A—Community Development

Provide comprehensive description of basic demographic data, general economic condition of the community, and regional/local labor market needs in terms of:

Population trends

Type(s) of local municipal government and community growth

Economic development and business/industry growth (e.g., employers)

Current occupational and employment projections, community entry-level jobs, and other demographic trends (i.e., rate of women in jobs, rate of single women heads of households in jobs; farm employment trends, private sector employment rates)

Items that impact school district(s)

Description clear and easy for the reader to understand; information not copied out of a variety of documents and pasted together to make a community profile

Knowledge of the community and structure under which the school district(s) works

STATUS OF CARL PERKINS APPLICATION

Comments

II.B—Enrollment and Trends

Complete Enrollment and Trends chart for **each** school district.

Row 1: Enrollment/projections Total/% and VE/%

Row 2: Enrollment/projections Total/% and VE/%

Row 3: Enrollment/projections Total/% and VE/%

Rows 2 & 3: Sum of percentages equals 100%

Rows 2 & 3: Sum of enrollment equals row 1.

Row 4: Enrollment/projections Total/% and VE/%

Row 5: Enrollment/projections Total/% and VE/%

Row 6: Enrollment/projections Total/% and VE/%

Row 7: Enrollment/projections Total/% and VE/%

Row 8: Enrollment/projections Total/% and VE/%

Rows 4-8: Sum of percentages equals 100%

Rows 4-8: Sum of enrollment equals Row 1

Row 9: Enrollment/projections Total/% and VE/%

Row 10: Enrollment/projections Total/% and VE/%

Row 11: Enrollment/projections Total/% and VE/%

Row 12: Enrollment/projections Total/% and VE/%

Row 13: Enrollment/projections Total/% and VE/%

Row 14: Enrollment/projections VE/%

Comments

II.C—Vocational and Technical Education Program Description***II.C.1***

Mission and/or philosophy with insight into the overall purpose and direction of vocational and technical education and it's relationship to the school district(s) overall educational philosophy

Philosophy emphasizes student needs and outcomes

Comments

II.C.2

For each program area, description addresses the following elements:

Articulation efforts between secondary and post secondary programs (combine information for consortiums, if appropriate);

Examples of model integrated academic and occupational curriculum (no more than one per vocational discipline; Refer to PI-8101);

Types of work-based learning programs provided within the district/consortium;

Examples of vocational student organization activities that are integrated into the curriculum (no more than one per vocational discipline); and

Examples of model courses that extend vocational and technical offerings through distance learning

Comments

II.C.3

For each program area, description addresses the following elements:

STATUS OF CARL PERKINS APPLICATION

School district policy on adoption of state academic content standards in math, science, social studies, English, and influence of these standards on vocational and technical education course sequencing

How the state vocational standards have been integrated into existing courses;

Work-based learning courses that support integrated employability skills (SCANS) and industry-based skill standards;

Student services and career guidance as described in the Education for Employment Standard and the Wisconsin Developmental Guidance Model.

Assessment of student progress in vocational and technical education

Professional development plan for vocational and technical, academic, guidance, and administrative personnel

Comments

II.C.4

Current plans of vocational and technical education programs are of sufficient size and depth as to significantly improve the overall quality of education offered by the school district(s)

Description of how district/consortium determines program improvement priorities

Description of how parents, students, teachers, representatives of business and industry/labor organizations/ special populations/other interested individuals are involved in the development and implementation of vocational and technical education programs

Comments

II.C.5

Description of how the district/consortium evaluates programs to measure progress based on student outcomes

Evaluation standards and criteria used to determine student needs and priorities

Description of how needs were met

Description of how parents, students, teachers, representatives of business and industry/labor organizations/ special populations/other interested individuals are involved in the evaluation of vocational and technical education programs

At a minimum, *CPA Core Indicators and Wisconsin's State Initiatives* must be addressed

Comments

II.C.6

Description of how district/consortium provides students with experience in and understanding of all aspects of the industry as defined with the following elements:

Related academic competencies, industry standards and employability skills;

Principles which underlie technology, and principles of planning, management and finance; and

Labor, community health, safety, and environmental issues.

Comments

II.D—Vocational and Technical Student Services

II.D.1

Description of **how** the district/consortium's nondiscrimination policies and procedures are currently implemented, who is responsible, and how often these are evaluated for effectiveness

Comments

II.D.2

Summary of **strategies** currently being implemented **which go beyond what is done for nonspecial populations students** to reduce barriers and improve **access** to vocational and technical education; such as, specific outreach, recruitment, retention, and other strategies that have been tried, some of which may be targeted to a particular subgroup of special populations

STATUS OF CARL PERKINS APPLICATION

Identification of the **services** that are currently provided which **go beyond what is done for nonspecial needs students** to ensure **successful completion** of vocational and technical education program such as targeted career exploration experiences, counseling, child care, support groups, mentoring, English language acquisition classes, class size modifications, etc.

Services were changed in order to address noncompliance with *State Initiative W1, Special Populations*

Asterisk (*) next to each activity to bring a school district into compliance with *State Initiative W1*

Comments

II.D.3

Identification of specific marketing, assessment, and intervention strategies that are being used to achieve higher nontraditional enrollment and retention rates such as specific targeted career exploration, outreach and retention strategies, curriculum and instructional strategies, class size modifications, counseling, mentoring, support groups, etc.

Services were changed in order to address non-compliance with *State Initiative W2*

Asterisk (*) next to each activity to bring a school district into compliance with *State Initiative W2*

TACKLE Box Project will be considered as a strategy to assist school district's compliance with *State Initiative W2, Gender Participation in Secondary Vocational Programs*

Comments

II.E—Coordinating Vocational and Technical Education with Other Relevant Groups/Programs

II.E.1

Description/summarization of graduate **and** employer follow-up findings regarding:

Workplace readiness skills,

Academic skills, and

The overall quality of vocational and technical preparation.

Comments

II.E.2

Description of the ways in which the district/consortium cooperates with local economic development groups, Tech Prep consortia, community-based organizations, PIC, Job Centers, CESAs, and post-secondary institutions (particularly those who are members of special populations)

Types of agreements and outcomes expected by the students (measures)

Comments

III. Local Project Plan for Use of CPA Funds—State Institutions and Formula Allocation

III.A—Local Project Plan Title

Title a strong indicator of the major focus of the project and is easily identified

Comments

III.B—Local Project Description

Intent of the *Local Project Plan for Use of CPA Funds* including a statement of purpose

Local Project Plan for Use of CPA Funds in relation to national, state, and local goals including if it is part of a much larger project in which the school district/consortium is involved

Consistent with the purpose of the act

Way(s) in which program(s) receiving funds under the *Local Project Plan for Use of CPA Funds* will improve the academic and technical skills of students

What parents, students, teachers, and representatives of business and industry/labor organizations/special populations suggested

Strategies to be implemented in order to bring the school district/consortium into compliance with *CPA Core Indicators and State Initiatives (2002 District Profile)* if applicable, and

STATUS OF CARL PERKINS APPLICATION

Findings of the 2004-2005 *Local Profile* (Section II, 2004-2005 Carl Perkins Basic Grant Application)

Comments

III.C—Local Project Plan

Goal

Realistic and describes the desired broad outcome in clear and succinct language (**objectives are measurable, goals are not!**)

Logically related to some identified need

Overall outcome, not just **one** step necessary to achieve a given broad outcome

Reflects intent of the law; consistent with the district/consortium's *Local Profile* and identified needs

Alpha designation

Comments

Activity*

Chronological list of activities that will assist in reaching the *Goal*

Numeric designation

Asterisk (*) and Core Indicator coding next to each activity to bring a school district into compliance with *CPA Core Indicators* from Section V.C

TACKLE Box Project will be considered as a strategy to assist school district's compliance with *CPA Core Indicator 4S1 (Non-traditional Participation)* and *4S2 (Non-traditional Completion)*

Comments

CPA Core Indicator

Correlation checked to one or more of the *CPA Core Indicators*

Comments

Date

Date of each *Activity* (must be within grant period; i.e., July 1, 2004, and June 30, 2005)

Comments

Project Evaluation Plan

Project Evaluation Plan measures progress based on *CPA Core Indicators* and serves as a catalyst for developing improvement plans in the following years

Comments

Title or Position of Coordinator

Position/title of individual responsible for coordinating each *Activity*

Comments

Budgeted \$\$

Local—amount to be paid for each *Activity* with local funds or 0

CPA—amount to be paid for each *Activity* with federal CPA funds or 0

	STATUS OF CARL PERKINS APPLICATION	
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Comments

Administrative Expenses

Local—total to be paid with local funds **or** 0

CPA—total to be paid with federal CPA funds **or** 0

CPA—amount is within the 5% cap

Comments

Total

Local—total to be paid with local funds **or** 0

CPA column **equals** the corresponding PI-1303-A, Section III.D and Section VII, Vocational Education Financial Plan, i.e., the amount requested for the application.

Comments

V. Program Evaluation and Improvement

Complete one chart for **each** participating school district

Comments

V.A—School District

School district participating in the *2004-2005 Carl Perkins Basic Grant Application*

Comments

V.B—Compliance with CPA Core Indicators

Using the coding on the FY '02 *District Profile*, indicate the school district's compliance/noncompliance with each of the *CPA Core Indicators*

Comments

V.C—Local Improvement Plan (LIP)

Number/letter of *CPA Core Indicator* for which school district is in non-compliance

Comments

V.D—Compliance with State Initiatives

Using the coding on the FY '02 *District Profile*, indicate the school district's compliance/non-compliance with each of the *State Initiatives*

Comments

V.E—Local Improvement Plan (LIP)

Number/letter of *State Initiative* for which school district is in non-compliance

Comments

STATUS OF CARL PERKINS APPLICATION

VI. Consortium Contracting

VI.A—CESA Services Agreement

Two originals of signed contract for **one** participating school district as part of the *2004-2005 Carl Perkins Basic Grant Application*

Name of the CESA that will act as fiscal agent for the *2004-2005 Carl Perkins Basic Grant Application*

Name of all school districts contracting with the CESA as part of the *2004-2005 Carl Perkins Basic Grant Application*

Length of the contract and corresponding school year(s)

Name of the school district contracting with CESA for services

Signature in blue ink of district administrator of the school district contracting with the CESA for the *2004-2005 Carl Perkins Basic Grant Application*

Signature in blue ink of board president of the school district contracting with the CESA as part of the *2004-2005 Carl Perkins Basic Grant Application*

Signature in blue ink of board clerk of the school district contracting with the CESA as part of the *2004-2005 Carl Perkins Basic Grant Application*

Response to *CESA Name* from above, i.e., the name of the CESA that will act as fiscal agent for the *2004-2005 Carl Perkins Basic Grant Application*

Signature in blue ink of representative of the respective CESA Board of Control

Signature in blue ink of administrator of the CESA that is acting as the fiscal agent for the *2004-2005 Carl Perkins Basic Grant Application*

Signature in blue ink of person who is employed as a Local Vocational Education Coordinator by the CESA for the *2004-2005 Carl Perkins Basic Grant Application*

Comments

VI.B—66.30 Agreement

Two originals of signed contract for **one** participating school district as part of the *2004-2005 Carl Perkins Basic Grant Application*

Name of the school district that will act as fiscal agent for the *2004-2005 Carl Perkins Basic Grant Application*

Name of all school districts contracting with this school district as part of the *2004-2005 Carl Perkins Basic Grant Application*

Response to *Name of the School District* from above; i.e., the fiscal agent of the *2004-2005 Carl Perkins Basic Grant Application*

Length of the contract and corresponding school year(s)

Name of school district contracting with the fiscal agent for 66.30 services

Signature in blue ink of district administrator of the school district contracting with the fiscal agent for the *2004-2005 Carl Perkins Basic Grant Application*

Signature in blue ink of board president of the school district contracting with the fiscal agent as part of the *2004-2005 Carl Perkins Basic Grant Application*

Signature in blue ink of board clerk of the school district contracting with the fiscal agent as part of the *2004-2005 Carl Perkins Basic Grant Application*

Name of the School District, i.e., the fiscal agent of the *2004-2005 Carl Perkins Basic Grant Application*

Signature in blue ink of administrator of the school district that is acting as the fiscal agent for the *2004-2005 Carl Perkins Basic Grant Application*

Signature in blue ink of person who is employed as a Local Vocational Education Coordinator by the fiscal agent for the *2004-2005 Carl Perkins Basic Grant Application*

Comments

PI-1303-A, Section III.D—Summary of Use of CPA Funds *Formula Allocation Applications Only*

Summarized costs of *Local Project Plan* by the required and permissive use of funds

Administrative funds not more than 5% of the total budget

Administrative funds equals the corresponding PI-1303, Section III.C and PI-1303-A, Section VII

Total equals the corresponding PI-1303, Section III.C and PI-1303-A, Section VII; i.e., the amount requested for the application

STATUS OF CARL PERKINS APPLICATION

Comments

PI-1303-A, Section VII—Vocational Education Financial Plan

Name of school district or CESA that will act as the fiscal agent of the *2004-2005 Carl Perkins Basic Grant Application*

Local Project Plan Title as identified in Section III.A of the *2004-2005 Carl Perkins Basic Grant Application*

Funding Source from *Budget Summary* page; i.e., *Formula Allocation* or *State Institutions*

Comments

VII.A—Budget Summary

Equals the corresponding PI-1303, Section III.C and PI-1303-A, Section III.D; i.e., the amount requested for the application

Supervision and coordination budget no more than 5% of the total budget

Comments

VII.B—Budget Detail

Name of the school district or CESA that will act as the fiscal agent of the *2004-2005 Carl Perkins Basic Grant Application*

Local Project Title as identified in Section III.A of the *2004-2005 Carl Perkins Basic Grant Application*

Purchased Service Object

Purchased Service supports the goal(s) identified in the *Local Project Plan*

Purchased Service is payment for services rendered by personnel who are not on the payroll of the district or which the district obtains from private or public agencies (i.e., CESAs); and employee travel is a purchased service and includes transportation costs, meals and lodging

Item Name

Date(s) Service To Be Provided

Unit Cost

Quantity

Function Code

Comments

Capital Object

Capital object(s) support the goal(s) of the *Local Project Plan*

Item Name

Unit Cost

Quantity

Function Code

Comments

Non-Capital Object

Non-capital object(s) support the goal(s) of the *Local Project Plan*

Item Name

Unit Cost

Quantity

STATUS OF CARL PERKINS APPLICATION

Function Code

Comments

VII.B—Budget Detail (cont.)

Name of the school district or CESA that will act as the fiscal agent of the *2004-2005 Carl Perkins Basic Grant Application*

Local Project Title as identified in *Section III.A* of the *2004-2005 Carl Perkins Basic Grant Application*

Personnel Summary Object—Salary

Personnel cost supports the goal(s) identified in the *Local Project Plan*

Funded positions are for the purpose of supplementing the vocational and technical education program—not to supplant existing funding of positions

Name of the **employee of the school district/CESA** to be paid from CPA money

Position Title

FTE (Full Time Equivalency)

Date(s) Service to be Provided

Total Cost

Function Code

Comments

Personnel Summary Object—Fringes

Personnel cost supports the goal(s) identified in the *Local Project Plan*

Funded positions are for the purpose of supplementing the vocational and technical education program—not to supplant existing funding of positions

Name of the **employee of the school district/CESA** to be paid from CPA money

Position Title

FTE (Full Time Equivalency)

Date(s) Service to be Provided

Total Cost

Function Code

Comments

Directory of Secondary Leaders/Administrators in Vocational Education

Information that is contained in the *2004-05 Carl Perkins Basic Grant Application* is used to create a directory of secondary leaders/administrators in vocational education. Therefore, it is imperative that DPI be notified of **any** changes. To assist school districts in this effort, form PI-1303-D was newly created in 2002.



Collection of this information is a requirement of PL 105-332.

SECTION I.A—Cover Sheet	
Fiscal Agent	District or CESA Code

LVEC Name

LVEC Address <i>Street, City, State, Zip</i>
--

LVEC Phone <i>Area/No.</i>	LVEC Fax <i>Area/No.</i>	LVEC E-Mail
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Section I.D—CONSORTIUM ROSTER OF LEA DESIGNEES CONSORTIUM APPLICATIONS ONLY	
---	--

Participating District <i>List each individual LEA</i>	Telephone <i>Area/No.</i>
--	---------------------------

Name of LEA Designee*	Position/Title	Fax <i>Area/No.</i>
-----------------------	----------------	---------------------

Address of LEA Designee <i>Street, City, State, Zip</i>	E-Mail Address
---	----------------

Participating District <i>List each individual LEA</i>	Telephone <i>Area/No.</i>
--	---------------------------

Name of LEA Designee*	Position/Title	Fax <i>Area/No.</i>
-----------------------	----------------	---------------------

Address of LEA Designee <i>Street, City, State, Zip</i>	E-Mail Address
---	----------------

Participating District <i>List each individual LEA</i>	Telephone <i>Area/No.</i>
--	---------------------------

Name of LEA Designee*	Position/Title	Fax <i>Area/No.</i>
-----------------------	----------------	---------------------

Address of LEA Designee <i>Street, City, State, Zip</i>	E-Mail Address
---	----------------

Participating District <i>List each individual LEA</i>	Telephone <i>Area/No.</i>
--	---------------------------

Name of LEA Designee*	Position/Title	Fax <i>Area/No.</i>
-----------------------	----------------	---------------------

Address of LEA Designee <i>Street, City, State, Zip</i>	E-Mail Address
---	----------------

Design of the 2004-2005 Carl Perkins Basic Grant Application— 10% State Reserve (PI-1303-B, Rev. 12-03)

This template was designed for districts/consortiums applying for *10% State Reserve* funds. The fiscal agent for the application must be the **same** fiscal agent as the *2004-2005 Carl Perkins Basic Grant Application* (PI-1303). Since this application is really "a part of the formula allocation application," the school district/consortium has met the \$15,000 threshold requirement for participation in formula allocation funding. (Refer to *Chapter 3*.)

Appendix H describes the review process that includes the process, eligibility criteria, and reasons for disqualification for all or part of the application. Applicants are **strongly encouraged** to read the appendix prior to development of a competitive grant application.

The form is comprised of the following sections:

Section I: Administrative Provisions

Section IV: Local Project Plan for Use of CPA Funds—10% State Reserve

IV.A—Local Project Description

IV.B—Certification of Teacher Involvement

IV.C—Local Project Plan

Directions

In preparation for application development, each applicant should do the following:

1. Do a "save as" of the **template** to the hard drive of your computer **prior** to development of a *2004-2005 Carl Perkins Basic Grant Application—10% State Reserve* (PI-1303-B).
2. **Turn on the show/hide button** located on the Standard Toolbar [it looks like a paragraph symbol (¶)]. When you turn on the show/hide button you will see the areas on the template that need to be completed. (°°°°°).
3. **Tab** to each field of the template (**do not mouse**) and enter the appropriate information in **each** cell following the directions below.
4. After the application has been fully developed, do a "save as" from the hard drive. Rename your file "your fiscal agent district name" **and** add the current date to the file name, e.g., School Name 1-15-04.
5. Print a copy of your completed application for your files. Also print two additional sets of signature pages. Obtain **three** sets of original signatures (i.e., three **original** Certification signatures and, if necessary, three **original** CESA Services Agreement or 66.30 Agreement signatures). Retain one set of original signatures (blue ink) in your office files.
6. **E-mail the completed** *2004-2005 Carl Perkins Basic Grant Application—10% State Reserve* (PI-1303-B) as an e-mail attachment to marilyn.bachim@dpi.state.wi.us **and mail two sets of original signature pages** (blue ink) to Marilyn Bachim at DPI. **Do not mail entire application.**

Cell-by-Cell Template Directions

Section I—Administrative Provisions

Fiscal Agent

Enter the legal name of the institution that is eligible to receive the grant.

LVEC

Enter the full name of the Local Vocational Education Coordinator for the school district/consortium's application.

Participating School District

Enter the name of the school district that will participate in the 2004-2005 Carl Perkins Basic Grant Application/10% State Reserve. (Reminder: one district per application.)

LVEC Fax

Enter the three-digit area code and seven-digit fax number of the Local Vocational Education Coordinator for the school district/consortium.

Name of Industry Based Occupational Training Certificate to be issued

Enter the name of the certificate to be issued at the local school district.

Funding Source, Title I, Part C, Local Provisions 10% State Reserve Applicant can check only one of the following eight checkboxes.

A & NR

Check if *10% State Reserve* budget is for an industry based occupational training certificated program(s) in Agriculture and Natural Resource Education. Examples of these programs are as follows: Agriculture Employability Skills programs especially those which include Supervised Agriculture Education (SAE) and traditional co-ops, Certified Skills Co-op—Plant Science, Certified Skills Co-op—Animal Science, Youth Apprenticeship—Production Agriculture and Biotechnology.

BIT

Check if *10% State Reserve* budget is for an industry based occupational training certificated program(s) in Business and Information Technology Education. Examples of these programs are as follows: Certified Co-op—Business, CISCO, Microsoft Certification (MOUS, A+, CNA), Youth Apprenticeship—Business, Business Ed Employability Skills program including traditional co-ops.

FCE

Check if *10% State Reserve* budget is for an industry based occupational training certificated program(s) in Family and Consumer Education. Examples of these programs are as follows: Certified Skills Co-op—Food Service, Certified Skills Co-op—Child Services, Certified Skills Co-op—Family and Community Services, Child Care Teacher (CCT), Assistant Child Care Teacher (ACCT), and Youth Leadership Skill Standards.

HSOE

Check if *10% State Reserve* budget is for an industry based occupational training certificated program(s) in Health Sciences Occupations Education. Examples of these programs are as follows: Youth Apprenticeship—Health, Certified Nursing Assistant (CNA), Health Occupations Education Employability Skills program including traditional co-ops.

ME

Check if *10% State Reserve* budget is for an industry based occupational training certificated program(s) in Marketing Education. Examples of these programs are as follows: Certified Skills Co-op—Marketing, Certified Skills Co-op—Executive Leadership, Certified Skills Co-op—Retail Marketing, Certified Skills Co-op—Entrepreneurship, Certified Skills Co-op—Customer Service and Sales, Certified Skills Co-op—E-Commerce, Certified Skills Co-op—Sports and Entertainment Marketing, DECA Leadership Credential, School-Based Enterprise Certificate Program—Gold Level, Marketing Education Employability Skills program including traditional co-ops.

T & EE

Check if *10% State Reserve* budget is for an industry based occupational training certificated program(s) in Technology and Engineering Education. Examples of these programs are as

follows: Pre-Engineering, Project Lead the Way, AutoCAD, Biotechnology Industry Knowledge, Aerospace Knowledge, and Manufacturing Industry Knowledge.

Other Certificated Industry Based Occupational Training Program(s)

MULTI

A program in which a) teachers from more than one vocational discipline work together to implement one program **or** b) teachers from one or more vocational discipline **and** one or more nonvocational discipline work together to implement one program **or**

WISCONSIN EMPLOYABILITY SKILLS (GENERAL WORK EXPERIENCE)

Wisconsin Employability Skills Certificate Program which is or has been developed from a **general** work experience program. (Please note: *Wisconsin Employability Skills Certificate Programs* that are developed from a vocational program **do not** qualify for this funding source. These requests must be funded from the remaining funding sources identified above.)

Section IV—Local Project Plan for Use of CPA Funds—10% State Reserve

Upon completion of the *Local Profile* by the *Fiscal Agent* for the *Formula Allocation* application, it is appropriate to consider what next steps to follow in the development of the *Local Project Plan for Use of CPA Funds*. The following is a list of suggestions:

- Form/continue an advisory group for the vocational and technical education program consisting of members with a vested interest in program development.
- Allow time for people to become familiar with the “state-of-the-art” vocational and technical education in the district(s).
- Review the *Local District Profile* and other needs assessments for evidence of existence of need as well as the severity of the needs identified.

IV.A—Local Project Description (Refer to Formula Allocation Application)

10% State Reserve applications are focused on a) development/expansion of certificated industry based occupational training programs, and b) provision of certificated industry based occupational training programs to a greater variety of students in Wisconsin. Based on this focus, describe the intent and purpose of the Local Project Plan for Use of CPA Funds.

The Local Project Description includes the following:

- intent of the Local Project Plan for Use of CPA Funds and includes a statement of purpose,
- Local Project Plan for Use of CPA Funds in relation to national, state, and local goals, including if it is part of a much larger project in which the school district/consortium is involved,
- consistency with the purpose of the act (page 5, CPA Guide),
- way(s) in which program(s) receiving funds under the Local Project Plan for Use of CPA Funds will improve the academic and technical skills of students,
- what parents, students, teachers, and representatives of business and industry/labor organizations/special populations suggested,
- strategies to be implemented in order to bring the school district/consortium into compliance with Wisconsin’s Core Indicators and State Initiatives (2002 *District Profile*) if applicable, and
- findings of the 2004-2005 Local Profile (Section II, 2004-2005 *Carl Perkins Basic Grant Application*).

All of the above information has been developed as part of your 2004-2005 *Carl Perkins Basic Grant Application* (PI-1303, Rev. 12-03); therefore, this information can be "copied and pasted" into this application.

IV.A.1 Project Description (CPA Core Indicator #1 and #2)—20 points

16-20 Points	2004-2005 Program Model Priorities
8-15 Points	2004-2005 Program Model Priorities and other certificated industry based occupational training program(s)
1-7 Points	Other certificated industry based occupational training program(s)
0 Points	No response

Describe the new/existing certificated program in the **local school district**. The description must tie to the operational plan (Section IV.C) and the budget (PI-1303-A). Limit to one page.

[Note: this section does **not** apply to Other Certificated Industry Based Occupational Training Program(s).]

IV.A.2 Plan for Local Sustainability—10 points

10 Points	Description and plan (including dollar amounts) to sustain project
5 Points	Description or plan (including dollar amounts) to sustain project
0 Points	No description and no plan to sustain project

Provide a description **and** plan, including dollar amounts, of how the ongoing costs of the new/existing certificated program(s) will be funded in subsequent years. Limit to one page.

IV.A.3 Plan for Local Advisory Council Input—10 points

8-10 Points	Council/Committee actively participated in developing the grant (new or established)
4-7 Points	Council/Committee reviewed grant prior to submission (new or established)
1-3 Points	Council/Committee will be formed next year
0 Points	No response

Describe the composition of the local advisory council/committee, how often the council/committee meets, and the process used to provide input into the development/implementation of this certificated training program(s). Limit to one page.

IV.A.4 Student Training in Workplace Ethics Including Diversity and Harassment (CPA Core Indicator #4S1 and State Initiative W2)—10 points

8-10 Points	Employer and LEA both provide
4-7 Points	Employer or LEA provides
1-3 Points	Will provide but no actual plan/activities identified
0 Points	No response

Describe how student training on workplace ethics including diversity and harassment is provided by the employer **and** the school district. Limit to one page.

**IV.A.5 Increased Student Participation (CPA Core Indicator 1S2 and 2S1)—10 points
Increased Participation of Special Populations (State Initiative W1)—10 points,
Increased Gender Participation in Nontraditional Occupations (CPA Core Indicator #4S1 and 4S2 and State Initiative W2)—10 points**

a. Universe

Actual 2003/2004

Enter actual enrollment of students in this certificated program.

Projected 2004/2005

Enter projected enrollment of students in this certificated program.

Increase of students in this certificated program (Projected Minus Actual)

The computer will calculate this result by subtracting *Actual 2003/2004* from *Projected 2004/2005*.

8-10 Points	Over 20 students	Who are eligible for a
4-7 Points	11-20 students	Who are eligible for a
1-3 Points	1-10 students	Who are eligible for a
0 Points	0 or blank	No response

b. Special Populations

Actual 2003/2004

Enter actual enrollment of special populations students in this certificated program.

Projected 2004/2005

Enter projected enrollment of special populations students in this certificated program.

Increase of students in this certificated program (Projected Minus Actual)

The computer will calculate this result by subtracting *Actual 2003/2004* from *Projected 2004/2005*.

8-10 Points	Over 20 students	Who are eligible for b
4-7 Points	11-20 students	Who are eligible for b
1-3 Points	1-10 students	Who are eligible for b
0 Points	0 or blank	No response

c. Gender of students in certificated program(s) in nontraditional occupations

Actual 2003/2004

Enter actual enrollment of students in this certificated program in nontraditional occupations. (Refer to *Appendix K* to determine if the program qualifies.)

Projected 2004/2005

Enter projected enrollment of students in this certificated program in nontraditional occupations.

Increase of students in this certificated program (Projected Minus Actual)

The computer will calculate this result by subtracting *Actual 2003/2004* from *Projected 2004/2005*.

8-10 Points	Over 20 students	Who are eligible for c
4-7 Points	11-20 students	Who are eligible for c
1-3 Points	1-10 students	Who are eligible for c
0 Points	0 or blank	No response

IV.A.6 *Increased Number of Students Earning Post-secondary Credit Through this Certificated Program (CPA Core Indicator 3S1)—10 points*

Actual 2003/2004

Enter enrollment of students in this certificated program who are eligible for transcribed credit/advanced standing. (This number should match IV.A.5.a.)

Projected 2004/2005

Enter projected enrollment of students in this certificated program who are eligible for transcribed credit/advanced standing.

Increase of students in this certificated program

The computer will calculate this result by subtracting *Actual 2003/2004* from *Projected 2004/2005*.

8-10 Points	Over 20 students	Who are eligible for a
4-7 Points	11-20 students	Who are eligible for a
1-3 Points	1-10 students	Who are eligible for a
0 Points	0 or blank	No response

IV.B—Certification of Teacher Involvement

The intent of the DPI/Career and Technical Education Team is to have *10% State Reserve* applications be “teacher focused.” Therefore, each *10% State Reserve* application must identify the teacher(s) involved in the development of the application **and** to have one of these teachers act as a representative for the group by signing/dating the application.

Teacher(s) Involved

Identify the teacher(s) involved in the development of the *2004-2005 Carl Perkins Basic Grant Application/10% State Reserve*.

School District

Identify the school district of employment for the teacher(s) identified above.

Current Certification/Code

Identify the respective certification of each teacher(s) identified above and corresponding DPI license code.

Representative Teacher Signature Blue Ink Only

A signature of one of the teachers involved in the development of the *2004-2005 Carl Perkins Basic Grant Application/10% State Reserve* is required.

LVEC Signature Blue Ink Only

A signature of the LVEC involved in the development/administration of the *2004-2005 Carl Perkins Basic Grant Application/10% State Reserve* is required.

Date Signed

The Representative Teacher must identify the date the *2004-2005 Carl Perkins Basic Grant Application/10% State Reserve* is signed.

IV.C—Local Project Plan

Complete one chart per goal and copy as many pages as needed.

Per row, enter corresponding *Activity, Date, Project Evaluation Plan, Title or Position of Coordinator, and Budgeted \$\$*.

Goal

As written goals are developed, keep in mind the overall purpose of CPA III, State Plan Goals, and the areas needing change to better educate youth in the school district/consortium. Finally, consider the following as goal statements are written:

- Goals describe the desired broad outcome in clear and succinct language.
- Goals should be realistic and logically related to the identified need.
- Goals describe the overall outcome, not just one step necessary to achieve a given broad outcome.
- Goals must reflect the intent of the law, be consistent with the district/consortium's *Local Profile* and identified needs.
- Identify one *Goal* per page.

Activity

Develop a chronological list of activities that will assist in reaching the *Goal*.

Date

Identify the *Date* each *Activity* is to be accomplished. (Activity must be within grant period; i.e., July 1, 2004 through June 30, 2005.)

Project Evaluation Plan

Identify the way in which the *Local Project Plan* will be evaluated. The evaluation criteria must measure progress based on *CPA Core Indicators* and serve as a catalyst for developing improvement plans in following years.

Title or Position of Coordinator

Identify position/title of individual responsible for coordinating each *Activity*.

Budgeted \$\$

Enter the amount to be paid for each Activity with local funds and/or *CPA 10% State Reserve*. If no monies are to be used, enter 0. The *CPA* column must equal the corresponding PI-1303-B, *Section IV.C* and PI-1303-A, *Section VII*; i.e., the amount requested for the application.

Administrative Expenses (5% cap on federal money)

Enter the amount of local dollars budgeted for administration related to implementing the initiative. Enter the amount of federal dollars budgeted for administration related to implementing the initiative.

Total

Enter the sum of the *Budgeted \$\$/Local* column.

Enter the sum of the *Budgeted \$\$/CPA 10% State Reserve* column.

PI-1303-A, Section VII—Vocational Education Financial Plan**Vocational Education Financial Plan—10 Points**

8-10 Points	Budget directly relates to Project Description (IV.A.1) and Local Project Plan (IV.C)
4-7 Points	Budget directly relates to Project Description (IV.A.1) or Local Project Plan (IV.C)
1-3 Points	Budget indirectly relates to Project Description (IV.A.1) and/or Local Project Plan (IV.C)
0 Points	No Response

The budgeted items must relate directly to the Project Description (PI-1303-B, Section IV.A.1) **and** the Local Project Plan (PI-1303-B, Section IV.C)



Wisconsin Department of Public Instruction
CARL PERKINS BASIC GRANT APPLICATION
10% State Reserve
PI-1303-B (Rev.12-03)

INSTRUCTIONS: Via U.S. mail, submit **two (2) original** signature pages to:

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
ATTN: MARILYN BACHIM
CAREER AND TECHNICAL EDUCATION TEAM
P. O. BOX 7841
MADISON, WI 53707-7841

and **e-mail application to:**
marilyn.bachim@dpi.state.wi.us

Collection of this information is a requirement of PL 105-332.

Section I—Administrative Provisions		
Fiscal Agent		LVEC
Participating School District	LVEC Fax	Name of Industry based Occupational Training Certificate to be Issued

Funding Source Title I, Part C, Local Provisions *10% State Reserve*. Applicant can check only one of the following eight checkboxes.

☐ A & NR ☐ BIT ☐ FCE ☐ HSOE ☐ ME ☐ T & EE

Other certificated industry-based occupational training program(s)

☐ Multi ☐ Wisconsin Employability Skills (General Work Experience)

Section IV—Local Project Plan for Use of CPA Funds—10% State Reserve
--

IV.A—Local Project Description *Refer to Formula Allocation Application*

IV.A.1—Project Description (CPA Core Indicator #1S1, #1S2, #2S1, and #2S2)—20 points

IV.A.2—Plan for Local Sustainability—10 points

	Section IV—Local Project Plan for Use of CPA Funds—10% State Reserve	
--	---	--

IV.A.3—Plan for Local Advisory Council Input—10 points**IV.A.4—Student Training in Workplace Ethics Including Diversity and Harassment** (CPA Core Indicator #4S1 and State Initiative W2)—10 points**IV.A.5—Increased Student Participation** (CPA Core Indicator #1S2 and #2S1)—10 points, **Increased Participation of Special Populations** (State Initiative W1)—10 points, and **Increased Gender Participation in Nontraditional Occupations** (CPA Core Indicator #4S1 and #4S2 and State Initiative W2)—10 points

a. Universe

Actual 2003/2004

Projected 2004/2005

Increase of students in this Certificated Program (*Projected minus Actual*)

0

b. Special Populations

Actual 2003/2004

Projected 2004/2005

Increase of students in this Certificated Program (*Projected minus Actual*)

0

c. Gender Participation in Nontraditional Occupations (Core Indicator #4S1 and #4S2)

Actual 2003/2004

Projected 2004/2005

Increase of students in this Certificated Program (*Projected minus Actual*)

0

IV.A.6—Increased Number of Students Earning Post-secondary Credit Through this Certificated Program

(CPA Core Indicator #4S1) —10 points

Actual 2003/2004

Projected 2004/2005

Increase of students in this Certificated Program (*Projected minus Actual*)

0

IV.B—Certification of Teacher Involvement

Teacher(s) Involved

School District

Current Certification/Code

Representative Teacher Signature *Blue Ink Only*LVEC Signature *Blue Ink Only*

Date Signed

Section IV—Local Project Plan for Use of CPA Funds—10% State Reserve
 COMPLETE ONE CHART PER GOAL. COPY AS MANY PAGES AS NEEDED.

IV.C—LOCAL PROJECT PLAN

Goal	How to achieve it	How to measure it
1. Increase sales revenue	Implement a new marketing campaign, expand into new markets, improve customer service	Sales revenue, profit margin, customer satisfaction
2. Reduce operating costs	Optimize supply chain, streamline operations, negotiate better terms with vendors	Operating expenses, cost of goods sold, efficiency metrics
3. Improve customer loyalty	Offer loyalty programs, provide exceptional customer service, personalize marketing	Customer retention rate, repeat purchase rate, net promoter score
4. Enhance brand reputation	Engage in social responsibility, maintain high ethical standards, respond to negative feedback	Brand awareness, sentiment analysis, industry awards
5. Increase employee productivity	Invest in training, provide flexible work arrangements, foster a positive work culture	Employee turnover rate, productivity metrics, employee engagement

Activity	Date	Project Evaluation Plan	TITLE OR POSITION OF COORDINATOR	BUDGETED \$\$	
				Local	CPA 10% Reserve*
Administrative Expenses (5% cap on federal money)					
Total					

*Sum of this column must equal project request; i.e., total on PI-1303-A, Section VII, Vocational Education Financial Plan.

Review Form

The DPI *10% State Reserve Reviewer* completes the PI-1341-B, *Status of Carl Perkins Basic Grant Application—10% State Reserve*, for each project submitted. The form is designed to follow the instructions for the corresponding application form (PI-1303-B), cell by cell.

A copy of the review form follows.



Wisconsin Department of Public Instruction
STATUS OF CARL PERKINS BASIC GRANT
APPLICATION
10% State Reserve
PI-1341-B (Rev. 12-03)

INSTRUCTIONS: Submit revised application as an e-mail
attachment to:

marilyn.bachim@dpi.state.wi.us

Collection of this information is a requirement of PL 105-332.

GENERAL INFORMATION				
Fiscal Agent	LVEC		Project Number	
Participating School District	LVEC Fax Area/No.	Name of Industry Based Occupational Training Certificate to be issued		
Funding Source Title I, Part C, Local Provisions 10% State Reserve. Applicant can check only one of the following eight checkboxes.				
<input type="checkbox"/> A & NR	<input type="checkbox"/> BIT	<input type="checkbox"/> FCE	<input type="checkbox"/> HSOE	<input type="checkbox"/> ME <input type="checkbox"/> T & EE
Other certificated industry based occupational training program(s)				
<input type="checkbox"/> Multi	<input type="checkbox"/> Wisconsin Employability Skills (General Work Experience)			
Amount Requested	Amount Approved	Reviewer #1	Competitive Project Score Reviewer #2	Average
		0	0	0
Status of Carl Perkins Application <i>Check One</i>				
<input type="checkbox"/> Approved	<input type="checkbox"/> Conditionally Approved	<input type="checkbox"/> Not Fundable		
Deficiencies are to be resolved prior to encumbering any Carl Perkins monies. Follow the information in <i>the 2004-2005 Carl Perkins Basic Grant Application—10% State Reserve</i> or call the DPI/CTE 10% State Reserve Liaison Consultant if in doubt about the application.				
Comments				

SIGNATURES	
DPI/CTE 10% State Reserve Liaison Consultant Signature ➤	Date Signed <i>Mo./Day/Yr.</i>
DPI/CTE 10% State Reserve Liaison Team Member Signature ➤	Date Signed <i>Mo./Day/Yr.</i>

STATUS OF CARL PERKINS APPLICATION

Select
from
dropdown
list.

Name of the institution eligible to receive this grant, i.e., the *fiscal agent*

Name of LVEC

One *Funding Source* checked

School District participating in this project

Three-digit area code and seven-digit fax number of the Local Vocational Education Coordinator for the school district/consortium.

Name of the industry based occupational training certificate to be issued

IV. Local Project Plan for Use of CPA Funds—10% State Reserve

IV.A—Local Project Description

Description of new/existing certificated industry based occupational training program(s):

Intent of the *Local Project Plan for Use of CPA Funds* including a statement of purpose

Local Project Plan for Use of CPA Funds in relation to national, state, and local goals including if it is part of a much larger project in which the school district/consortium is involved

Consistent with the purpose of the act

Way(s) in which program(s) receiving funds under the *Local Project Plan for Use of CPA Funds* will improve the academic and technical skills of students

What parents, students, teachers, and representatives of business and industry/labor organizations/special populations suggested

Strategies to be implemented in order to bring the school district/consortium into compliance with *Wisconsin's Core Indicators and State Initiatives (2002 District Profile)* if applicable, and

Findings of the 2004-2005 *Local Profile (Section II, 2004-2005 Carl Perkins Basic Grant Application—Formula Allocation)*

Comment
s

Points
Awarded
(max. 20)

--	--

IV.A.1—Project Description

Description of the certificated program(s)

Comment
s

Points
Awarded
(max. 10)

--	--

IV.A.2—Plan for Local Sustainability

Description and plan of how the certificated program(s) will be funded in subsequent years including dollar amounts

Comment
s

Points
Awarded
(max. 10)

--	--

IV.A.3—Plan for Local Advisory Council Input

Composition of the local advisory council, how often the council meets, and the process used to provide input into the development/implementation of certificated program(s)

Comment
s

	STATUS OF CARL PERKINS APPLICATION	
--	---	--

**Points Awarded
(max. 10)**

--	--

IV.A.4—Student Training in Workplace Ethics Including Diversity and Harassment

Description of student training on workplace ethics, including diversity and harassment

Comments

**IV.A.5—Increased Student Participation,
Increased Participation of Special Populations, Increased Gender Participation in Nontraditional Occupations**

**Points Awarded
(max. 10)**

--	--

a. Universe

Actual 2003/2004 number of students in this certificated program

Projected 2004/2005 number of students in this certificated program

Comments

**Points Awarded
(max. 10)**

--	--

b. Special Populations

Actual 2003/2004 number of students in this certificated program

Projected 2004/2005 number of students in this certificated program

Comments

**Points Awarded
(max. 10)**

--	--

c. Gender Participation in Nontraditional Occupations

Actual 2003/2004 number of students in this certificated program

Projected 2004/2005 number of students in this certificated program

Comments

**Points Awarded
(max. 10)**

--	--

**IV.A.6—Increased Number of Students Earning Post-secondary Credit
through this Certificated Program**

Actual 2003/2004 number of students in this certificated program

Projected 2004/2005 number of students in this certificated program

Comments

IV.B—Certification of Teacher Involvement

Teacher(s) Involved in the development of the 2004-2005 Carl Perkins Basic Grant Application—10% State Reserve

School district of employment

Certification and DPI license code of each teacher

Signature and date in blue ink of **one** of the teachers involved in the development of the application

Two (2) signature pages **mailed** to Marilyn Bachim

Comments

STATUS OF CARL PERKINS APPLICATION

IV.C—Local Project Plan

Goal

Realistic and describes the desired broad outcome in clear and succinct language (**objectives are measurable goals are not!**)
 Logically related to the identified need
 Overall outcome, not just one step necessary to achieve a given broad outcome
 Reflects intent of the law; consistent with the district/consortium's *Local Profile* and identified needs

Comments

Activity

Chronological list of activities that will assist in reaching the *Goal*

Comments

Date

Date of each *Activity* (must be within grant period; i.e., July 1, 2004, through June 30, 2005)

Comments

Project Evaluation Plan

Project Evaluation Plan measures progress based on *CPA Core Indicators* and serves as a catalyst for developing improvement plans in the following years

Comments

Title or Position of Coordinator

Position/title of individual responsible for coordinating each *Activity*

Comments

Budgeted \$\$

Local—amount to be paid for each *Activity* with local funds **or** 0

CPA 10% Reserve—amount to be paid for each *Activity* with federal CPA funds **or** 0

Comments

Administrative Expenses

Local—total to be paid with local funds **or** 0

CPA 10% Reserve—total to be paid with federal CPA funds **or** 0

CPA 10% Reserve—amount is within the 5% cap

Comments

Total

Local—total amount to be paid with local funds **or** 0

CPA 10% Reserve amount **equals** the corresponding Section PI-1303-A, Section VII, Vocational Education Financial Plan

STATUS OF CARL PERKINS APPLICATION

Comments

PI-1303-A, Section VII—Vocational Education Financial Plan

Name of the school district or CESA that will act as the fiscal agent of the *2004-2005 Carl Perkins Basic Grant Application—10% State Reserve*

Local Project Plan Title is the name of the certificate to be issued as identified under Section I, *2004-2005 Carl Perkins Basic Grant Application/10% State Reserve*

Comments

VII.A—Budget Summary

Equals the corresponding PI-1303, Section IV.C.

Supervision and Coordination budget no more than 5% of the total budget

Comments

VII.B—Budget Detail

Name of the school district or CESA that will act as the fiscal agent of the *2004-2005 Carl Perkins Basic Grant Application—10% State Reserve*

Local Project Plan Title is the name of the certificate to be issued as identified under Section I, *2004-2005 Carl Perkins Basic Grant Application/10% State Reserve*

Purchased Service Object

Purchased Service supports the goal(s) identified in the *Local Project Plan*

Purchased Service is payment for services rendered by personnel who are not on the payroll of the district or which the district obtains from private or public agencies (i.e., CESAs) and employee travel is a purchased service and includes transportation costs, meals and lodging

Item Name

Date(s) Service to be Provided

Unit Cost

Quantity

Function Code

Comments

Capital Object

Capital object(s) support the goal(s) of the *Local Project Plan*

Item Name

Unit Cost

Quantity

Function Code

Comments

Non-Capital Object

Non-capital object(s) support the goal(s) of the *Local Project Plan*

Item Name

Unit Cost

Quantity

	STATUS OF CARL PERKINS APPLICATION	
--	---	--

Function Code

Comments

VII.B—Budget Detail (cont.)

Name of the school district or CESA that will act as the fiscal agent of the *2004-2005 Carl Perkins Basic Grant Application—10% State Reserve*

Local Project Plan Title is the name of the certificate to be issued as identified under Section I, *2004-2005 Carl Perkins Basic Grant Application—10% State Reserve*

Personnel Summary Object—Salary

Personnel cost supports the goal(s) of the *Local Project Plan*

Funded positions are for the purpose of supplementing the vocational and technical education program—not supplanting existing funding of positions

Name of the **employee of the school district/CESA** to be paid from CPA money

Position Title

FTE (Full-time Equivalency)

Date(s) Service to be Provided

Total Cost

Function Code

Comments

Personnel Summary Object—Fringes

Personnel cost supports the goal(s) of the *Local Project Plan*

Funded positions are for the purpose of supplementing the vocational and technical education program—not supplanting existing funding of positions

Name of the **employee of the school district/CESA** to be paid from CPA money

Position Title

FTE (Full-time Equivalency)

Date(s) Service to be Provided

Total Cost

Function Code

Comments

Design of the 2004-2005 Carl Perkins Basic Grant Application—10% State Reserve (Different Configuration Than Formula Allocation Consortium) (PI-1303-C, Rev. 12-03)

The form is comprised of the following sections:

Section I: Administrative Provisions

- I.A—Cover Sheet
- I.B—General Assurances
- I.C—Certification
- I.D—Consortium Roster of LEA Designees *Consortium Applications Only*

Section II: Local Profile

- II.A—Community Development
- II.B—Enrollment and Trends
- II.C—Vocational and Technical Education Program Description
- II.D—Vocational and Technical Student Services
- II.E—Coordinating Vocational and Technical Education with other Relevant Groups/Programs

Section III: Local Project Plan for Use of CPA Funds—State Institutions and Formula Allocation

- III.A—Local Project Plan Title
- III.B—Local Project Description
- III.C—Local Project Plan

Section V: Program Evaluation and Improvement

- V.A—School District
- V.B—Compliance with Core Indicators
- V.C—Local Improvement Plan (LIP)
- V.D—Compliance with Wisconsin Initiatives
- V.E—Local Improvement Plan (LIP)

Section VI: Consortium Contracting

- VI.A—CESA Services Agreement
- VI.B—66.30 Agreement

Directions

This template was designed for districts that need to form a different **consortium** than the 2004-2005 formula allocation application. In order to be eligible to apply, school districts participating in this project must have a total formula allocation of \$15,000 or more. (Refer to *Chapter 3* for formula allocation amounts.)

In preparation for application development, each applicant should do the following:

1. Do a “save as” of the **PI-1303-C template** to the hard drive of your computer **prior** to development of a *2004-2005 Carl Perkins Basic Grant Application—10% State Reserve (Different Configuration Than Formula Allocation Consortium)*.
2. **Turn on the show/hide button** located on the Standard Toolbar above [it looks like a paragraph symbol (¶)]. When you turn on the show/hide button you will see areas on the template that need to be completed (°°°°°).
3. **Tab** to each field of the template (**do not mouse**) and enter the appropriate information in **each** cell following the directions below.
4. After the application has been fully developed, do a “save as” from the hard drive. Rename your file “your fiscal agent district name” **and** add the current date to the file name, e.g., School Name 1-15-04.

5. Print a copy of your completed application for your files. Also print two additional sets of signature pages. Obtain **three** sets of original signatures (i.e., three **original** Certification signatures and, if necessary, three **original** CESA Services Agreement or 66.30 Agreement signatures). Retain one set of original signatures (blue ink) in your office files.
6. **E-mail the completed 2004-2005 Carl Perkins Basic Grant Application—10% State Reserve (Different Configuration Than Formula Allocation Consortium)** as an e-mail attachment to marilyn.bachim@dpi.state.wi.us **and** mail **two sets of original signature pages** (blue ink) to Marilyn Bachim at DPI. **Do not mail entire application.**

Cell-by-Cell Template Directions

Section I—Administrative Provisions

This section provides a variety of information needed for local and state administration of the grant; such as, information on the name of the school district/consortium eligible to receive the grant, which districts are participating, and signatures of local school officials.

Section I.A—Cover Sheet

Funding Source, Title I, Part C, Local Provisions 10% State Reserve Applicant can check only one of the following eight checkboxes.

One application (PI-1303-C) was completed for each funding source:

A & NR

Check if *10% State Reserve* budget is for an industry based occupational training certificated program(s) in Agriculture and Natural Resources Education. Examples of these programs are as follows: Agriculture Employability Skills programs especially those which include Supervised Agriculture Education (SAE) and traditional co-ops, Certified Skills Co-op—Plant Science, Certified Skills Co-op—Animal Science, Youth Apprenticeship—Production Agriculture and Biotechnology.

BIT

Check if *10% State Reserve* budget is for an industry based occupational training certificated program(s) in Business and Information Technology Education. Examples of these programs are as follows: Certified Co-op—Business, CISCO, Microsoft Certification (MOUS, A+, CNA), Youth Apprenticeship—Business, Business Ed Employability Skills program including traditional co-ops.

FCE

Check if *10% State Reserve* budget is for an industry based occupational training certificated program(s) in Family and Consumer Education. Examples of these programs are as follows: Certified Skills Co-op—Food Service, Certified Skills Co-op—Child Services, Certified Skills Co-op—Family and Community Services, Child Care Teacher (CCT), Assistant Child Care Teacher (ACCT), and Youth Leadership Skill Standards.

HSOE

Check if *10% State Reserve* budget is for an industry based occupational training certificated program(s) in Health Sciences Occupations Education. Examples of these programs are as follows: Youth Apprenticeship—Health, Certified Nursing Assistant (CNA), Health Occupations Education Employability Skills program including traditional co-ops.

ME

Check if *10% State Reserve* budget is for an industry based occupational training certificated program(s) in Marketing Education. Examples of these programs are as follows: Certified Skills Co-op—Marketing, Certified Skills Co-op—Executive Leadership, Certified Skills Co-op—Retail Marketing, Certified Skills Co-op—Entrepreneurship, Certified Skills Co-op—Customer Service and Sales, Certified Skills Co-op—E-Commerce, Certified Skills Co-op—Sports and

Entertainment Marketing, DECA Leadership Credential, School-Based Enterprise Certificate Program—Gold Level, Marketing Education Employability Skills program including traditional co-ops.

T & EE

Check if *10% State Reserve* budget is for an industry based occupational training certificated program(s) in Technology and Engineering Education. Examples of these programs are as follows: Pre-Engineering, Project Lead the Way, AutoCAD, Biotechnology Industry Knowledge, Aerospace Knowledge, and Manufacturing Industry Knowledge.

Other Certificated Industry Based Occupational Training Program(s)

MULTI

A program in which a) teachers from more than one vocational discipline work together to implement one program **or** b) teachers from one or more vocational discipline **and** one or more non-vocational discipline work together to implement one program **or**

WISCONSIN EMPLOYABILITY SKILLS (GENERAL WORK EXPERIENCE)

Wisconsin Employability Skills Certificate Program which is or has been developed from a **general** work experience program. (Please note: *Wisconsin Employability Skills Certificate Programs* that are developed from a vocational program **do not** qualify for this funding source. These requests can be funded from the remaining funding sources identified above.)

Type of Fiscal Agent Check One

CESA

A Cooperative Education Service Agency will act as the *Fiscal Agent* for one or more school districts in the administration of the grant.

66.30

A school district will act as the *Fiscal Agent* for one or more school districts in the administration of the grant.

Single District

A school district will act as the *Fiscal Agent* in the administration of its grant. The district is also a fiscal agent for the formula allocation application.

Participating School District

Enter the name of the school district that will participate in the 2004-2005 Carl Perkins Basic Grant Application—10% State Reserve (Different Configuration Than Formula Allocation Consortium).

Name of Industry Based Occupational Training Certificate to be Issued

Enter the name of the certificate to be issued at the local school district.

Fiscal Agent

Enter the legal name of the institution that is eligible to receive the grant.

District or CESA Code

For a “single school district” application, enter the DPI-assigned four-digit code for the school district. For a “66.30 consortium” application, enter the DPI-assigned four-digit code for the school district. For a “CESA consortium” application, enter the DPI-assigned four-digit code for the Cooperative Education Service Agency.

LVEC Name

Enter the full name of the Local Vocational Education Coordinator for the school district/consortium’s application.

LVEC Address Street, City, State, Zip

Enter the full mailing address of the Local Vocational Education Coordinator for the school district/consortium's application.

LVEC Phone Area/No.

Enter the three-digit area code and seven-digit telephone number of the Local Vocational Education Coordinator for the school district/consortium.

LVEC Fax Area/No.

Enter the three-digit area code and seven-digit fax number of the Local Vocational Education Coordinator for the school district/consortium.

LVEC E-Mail

Enter the electronic mailing address of the Local Vocational Education Coordinator for the school district/consortium.

I.B—General Assurances

General assurances are those items that are required under CPA III, EDGAR (Education Department General Administrative Regulations), GEPA (General Education Provisions Act), or related laws for which the school district/consortium is required to provide documentation in the event of an audit. Typically, these documents are not submitted with the application.

Page 1 and 2 were included in the application.

I.C—Certification

By signing, the applicant certifies that all information is true and correct; agrees to comply with federal/state regulations regarding maintenance of records; agrees to maintain documentation of general assurances at the local level; and conducts all approved programs in accordance with state and federal laws, rules, and regulations.

Name and Title of Fiscal Agent Administrator Typed

Type the name **and** title of the district or CESA administrator that will act as fiscal agent for the *2004-2005 Carl Perkins Basic Grant Application—10% State Reserve (Different Configuration Than Formula Allocation Consortium)*.

Signature of Fiscal Agent Administrator Blue Ink Only

Page 2 must bear the original signature of the Fiscal Agent Administrator **and** must be dated and signed in **blue ink**.

Name of Administrator Responsible for Project (LVEC) Typed

Type the name **and** title of the Local Vocational Education Coordinator.

Signature of Administrator Responsible for Project (LVEC) Blue Ink Only

Page 2 must bear the **original** signature of the **Administrator Responsible for Project (LVEC)** **and** must be dated and signed in **blue ink**.

I.D—Consortium Roster of LEA Designees Consortium Applications Only

This section is only for consortium applications; i.e., 66.30 and CESA contracts. Applicant must complete all cells for each participating district included in the application. If more than eight districts are participating in the project, copy as many pages of the chart as necessary. Names identified are automatically included in the Secondary Leaders/Administrators in Vocational Education Directory and placed on the web site for the Career and Technical Education Team.

For **each** participating district in a consortium application, enter the name of the district, name and address of LEA Designee, position/title, and telephone/fax/e-mail.

Written justification must be provided with the application for each *LEA Designee* who is not a vocationally certified teacher. **The justification should be sent as a separate electronic file to Marilyn Bachim.** An exemption will be granted based on the applicant's written justification as to why non-vocationally certified staff is necessary.

Section II—Local Profile

The *local profile* describes the a) demography of the community, local labor market, and school district; b) description of the current vocational and technical education program including the services provided to vocational and technical education students; and c) coordination of vocational and technical education with other relevant groups/programs.

Since the application must be for the same time period as the *Wisconsin State Plan for Vocational and Technical Education*, the applicant should keep in mind that this section describes “**what is**” and/or “**what will be**” for the last four years of this legislation (**Fiscal Years 2001-2004**). (The applicant may add additional information to support the *Local Profile* if necessary.) For consortiums, every effort must be made to provide a *summary* of the information of the consortium members.

II.A—Community Development

Identify those items that impact on the school district(s). The description needs to be clear and easy for the reader to understand. **Do not** copy information out of a variety of documents and paste together. This section should provide the reader some knowledge of the community **and** structure under which the school district(s) works. Use current information regarding the economic condition.

Describe

- population trends,
- the types of local municipal government and community growth,
- economic development and business/industry growth (e.g., employers)
- occupational and employment projections, community entry-level jobs, and other demographic trends (i.e., rate of women in jobs, rate of single women heads of households in jobs, farm employment trends, private sector employment rates.)

II.B—Enrollment and Trends

Complete Enrollment and Trends chart for each school district. Copy as many pages as needed (See “Tips” in *Appendix I* for copying instructions.) Applicants are encouraged to annually review the projections. If a school district joins the consortium, the chart must be entirely completed, regardless of the year the district joined the consortium.

If the vocational and technical education program begins at grade 7 or 8, the chart can be “changed” by substituting 7 for 9 or 8 for 9.

Cohorts

Row 1: Enrollment

1999-2000 School Year

Enter Total 9-12 enrollment. Enter the percentage of 9-12 enrollments to the total K-12 enrollment.

Enter Total 9-12 vocational and technical education enrollment. Enter the Percentage of 9-12 vocational and technical education enrollment to the total 9-12 enrollment.

Next four School Years

Enter Projections for 2000-2001, 2001-2002, 2002-2003, and 2004-2005.

Row 2: Male*1999-2000 School Year*

Enter Total number of 9-12 males. Enter the Percentage of 9-12 males to the total 9-12 enrollment.

Enter Total males in 9-12 vocational and technical education. Enter the Percentage of 9-12 males in 9-12 vocational and technical education.

Next four School Years

Enter Projections for 2000-2001, 2001-2002, 2002-2003, and 2004-2005.

Row 3: Female*1999-2000 School Year*

Enter Total number of 9-12 females. Enter the Percentage of 9-12 females to the total 9-12 enrollment.

Enter Total number of females in 9-12 vocational and technical education. Enter the Percentage of females in 9-12 vocational and technical education.

Next four School Years

Enter Projections for 2000-2001, 2001-2002, 2002-2003, and 2004-2005.

Sum of percentages in row 2 and 3 equals 100%.

Row 4: Black, non-Hispanic*1999-2000 School Year*

Enter Total number of 9-12 Black, non-Hispanics. Enter the Percentage 9-12 Black, non-Hispanics to the total 9-12 enrollment

Enter Total number of Black, non-Hispanics in 9-12 vocational and technical education. Enter the Percentage of Black, non-Hispanics in 9-12 vocational and technical education.

Next four School Years

Enter Projections for 2000-2001, 2001-2002, 2002-2003, and 2004-2005.

Rows 5-8

For the following categories, follow the same steps as described for Row 4:

**American Indian,
Asian/Pacific Islander,
Hispanic, and
White/non-Hispanic.**

Sum of percentages in rows 4 through 8 totals 100%.

Row 9: Students with disabilities

Include any individual who (1) has a physical or mental impairment that substantially limits one or more of the major life activities of that individual; (2) has a record of an impairment described in paragraph (1) of this definition; or (3) is regarded as having an impairment described in paragraph (1) of this definition. Note: It further includes any individual who has been evaluated under Part B of the IDEA and determined to be an individual with a disability who is in need of special education and related services; and any individual who is considered disabled under section 504 of the Rehabilitation Act of 1973. For a student to be coded as handicapped, the student must fall under one of the mentioned conditions and there must be substantive evidence of the condition on file at the district. (VEERS)

1999-2000 School Year

Enter *Total* number of 9-12 *students with disabilities*. Enter the *Percentage 9-12 students with disabilities*.

Enter *Total* number of *students with disabilities in 9-12* vocational and technical education. Enter the *Percentage of students with disabilities in 9-12* vocational and technical education.

Next four School Years

Enter *Projections* for 2000-2001, 2001-2002, 2002-2003, and 2004-2005.

Rows 10-14:

For the following categories, follow the same steps as described for Row 9:

Row 10: Students from economically disadvantaged families (including foster children)

Include students who demonstrate a need based on one of the following conditions (with substantive evidence of condition on file):

1. Family or student is eligible—for AFDC, Food Stamps, to be counted under Chapter 1 of Title 1 of the Elementary & Secondary Education Act, or Free or reduced-priced meals under the National School Lunch program; or
2. Determined to be low income according to the latest data from the Dept. of Commerce;
3. Identified as low income based upon other indices of economic status granted by the Secretary of Education.

Row 11: Academically disadvantaged students

Include students who demonstrate a need based on one of the following conditions (with substantive evidence of condition on file):

1. Scores at or below the 25th percentile on a standardized achievement or aptitude test;
2. Whose secondary school grades are below 2.0 on a 4.0 scale where A = 4.0; or
3. Fails to maintain minimum academic competencies. (VEERS)

Row 12: Students with Limited English Proficiency (LEP)

Include students who were not born in the United States or whose native language is a language other than English; who come from environments where a language other than English is dominant; or who are American Indian and Alaska Natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and who by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny those individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society. (VEERS)

Row 13: Teen Single Parents

Include an individual who A) is unmarried or legally separated from a spouse; and B) has a minor child or children for which the parent has either custody or joint custody; or is pregnant. (VEERS)

Row 14: Students preparing for non-traditional employment and training

DPI will provide school districts with the number of students that participated within Instructional Area Codes (IAC) relating to occupations defined by the Bureau of Labor as having a gender ratio less than three to one according to the 2000 census. The '01, '02, and '03 NTO Reporting Profiles are available on the DPI website at <http://www.dpi.state.wi.us/dpi/dlsis/let/veersprofiles.html>.

Since the NTO District Profile represents all completers as reported on VEERS, the applicant needs to use the “yes” column to obtain the number of students in instructional area codes that have been defined as NTO.

From these reports, enter the numbers and percentages under 2000-01, 2001-02, and 2002-03, VE and VE%.

Using the data from the *NTO District Profile*, enter the number of NTO students in the “VE” column on the application form (see “NTO?/yes” column.).

Using the data from the *NTO District Profile*, enter the percentage of NTO students in the “VE%” column on the application form (see “NTO%” column.). Please note that the ’01, ’02, and ’03 NTO District Profiles have been updated to include this percentage.

For 2003-04, examine the three years worth of data. If the projection needs to be adjusted, do so at this time. (Refer to *Appendix K, Non-traditional Employment and Training Crosswalk*.)

II.C—Vocational and Technical Education Program Description (*Limit narrative to seven pages.*)

II.C.1 Provide the district(s) mission and/or philosophy statement of vocational education.

The district/consortium shall develop a mission and/or philosophy that provides the reader with insight into the overall purpose and direction of vocational and technical education and its relationship to the school district(s) overall educational philosophy. The philosophy should emphasize student needs and outcomes.

II.C.2 Provide a concise, comprehensive description of the vocational education programs, currently offered by the school district(s).

For each program area, this description must address **all** of the following elements:

- **Articulation efforts** between secondary and post-secondary programs (combine information for consortiums, if appropriate);
- **Examples** of model integrated academic and occupational curriculum (no more than one per vocational discipline);
- **Types** of work-based learning programs provided within the district/consortium;
- **Examples** of vocational student organization activities that are integrated into the curriculum (no more than one per vocational discipline); and
- **Examples** of model courses that extend vocational and technical offerings through distance learning.

II.C.3 Describe how the school district(s) provides vocational education programs that offer a coherent sequence of courses [Fed. Req. #3(A), #3(C), #9, #10].

For each program area, this description **must** address all of the following elements:

- school district policy on adoption of state academic content standards in math, science, social studies, English and influence of these standards on vocational and technical education course sequencing;
- how the state vocational standards have been integrated into existing courses;
- work-based learning courses that support integrated employability skills (SCANS) and industry-based skill standards;
- student services and career guidance as described in the Education for Employment Standard and the Wisconsin Developmental Guidance Model.
- assessment of student progress in vocational and technical education;
- professional development plan for vocational and technical, academic, guidance, and administrative personnel.

II.C.4 Describe how the school district(s) assures that the vocational and technical education program is of such size, scope, and quality as to bring about improvement in the quality of education offered by the district(s) [Fed. Req. #1, #4, #5].

Indicate current plans of vocational and technical education programs of sufficient size and depth as to significantly improve the overall quality of education offered by the school district(s). Indicate **how** district/consortium determines program improvement priorities. Describe **how** parents, students, teachers, representatives of business and industry/labor organizations/special populations/other interested individuals are involved in the development and implementation of vocational and technical education programs.

II.C.5 Describe the program evaluation standards the school district(s) currently uses to measure its progress and continuously improve performances [Fed. Req. #4 and #6].

Indicate how the district/consortium evaluates programs to measure progress based on student outcomes. Indicate the evaluation standards and criteria used to determine student needs and priorities. Describe how needs were met. Describe how parents, students, teachers, representatives of business and industry/labor organizations/special populations/other interested individuals are involved in the evaluation of vocational and technical education programs. At a minimum, Wisconsin's Core Indicators and State Adjusted Levels of Performance must be addressed. (Refer to Appendix B for Transition from Wisconsin Secondary Vocational Education Standards and Measures to Core Indicators Based on State Adjusted Levels of Performance.)

II.C.6 Describe the program evaluation standards the school district(s) currently uses to measure its progress in providing vocational and technical education students with strong experience in and understanding of all aspects of the industry [Fed. Req. 3(B)].

Describe how the district/consortium provides students with experience in and understanding of all aspects of the industry as defined with the following criteria:

- related academic competencies, industry standards and employability skills;
- principles which underlie technology, and principles of planning, management and finance; and
- labor, community health, safety, and environmental issues.

II.D—Vocational and Technical Student Services

II.D.1 Identify the ways in which the district(s) ensures that members of special populations, including race/ethnic minorities, are not discriminated against in vocational education [Fed. Req. #8].

The district/consortium will describe how nondiscrimination policies and procedures are currently implemented, who is responsible, and how often these are evaluated for effectiveness.

II.D.2 Describe the specific strategies that are currently being implemented to overcome the barriers which result in lowering rates of access to or lowering success in vocational and technical education programs on the part of special populations, including racial/ethnic minorities. Identify specific outcomes of these efforts to ensure that Wisconsin's Core Indicators and State Adjusted Levels of Performance are met [Fed. Req. #7].

There are two parts to this requirement:

1. A district/consortium must include a summary of strategies currently being implemented **which go beyond what is done for non-special populations students** to reduce barriers and improve access to vocational and technical education. This section must describe **actions** vs. nondiscrimination policies, what the law says, etc. An acceptable response includes specific outreach, recruitment, retention, and other strategies that have been tried, some of which may be targeted to a particular

subgroup of special populations. How much **more** needs to be done depends upon whether or not these groups are currently participating in all vocational and technical education programs in proportion to their rate in the general population.

2. A district/consortium must identify the **services** that are currently provided which **go beyond what is done for nonspecial needs students** to ensure **successful completion** of vocational and technical education programs. An acceptable response includes services such as targeted career exploration experiences, counseling, child care, support groups, mentoring, English language acquisition classes, class size modifications, etc. The issue is what **special** services have been provided not another restatement of nondiscrimination policies.

The response to both A.) and B.) includes “what is working” to ensure that Wisconsin’s Core Indicators and State Adjusted Levels of Performance are met. (Refer to Appendix B for Transition from Wisconsin Secondary Vocational Education Standards and Measures to Core Indicators Based on State Adjusted Levels of Performance.)

II.D.3 Describe the specific strategies the district/consortium is currently utilizing to promote preparation for and completion of nontraditional training and employment and the impact of these strategies. Minimally, Wisconsin’s Core

Indicators and State Adjusted Levels of Performance must be addressed [Fed. Req. #8].

A district/consortium must identify **specific** marketing, assessment, and intervention used to achieve higher nontraditional enrollment and retention rates and the **impact** of these strategies. A response might include specific targeted career exploration, outreach and retention strategies, curriculum and instructional strategies, class size modifications, counseling, mentoring, support groups, etc.

At a minimum, Wisconsin’s Core Indicators and State Adjusted Levels of Performance must be addressed (Refer to Appendix B for Transition from Wisconsin Secondary Vocational Education Standards and Measures to Core Indicators Based on State Adjusted Levels of Performance.)

II.E—Coordinating Vocational and Technical Education with Other Relevant Groups/Programs

II.E.1 Summarize results of annual vocational education graduate follow-up surveys and employer follow-up surveys.

Follow-up data tells you about student needs including program improvement implications. Include both graduate follow-up and employer follow-up findings on workplace readiness skills, academic skills, and the overall quality of vocational and technical preparation.

II.E.2 Describe the methods used to coordinate vocational education services with other relevant programs. (Include a description of cooperative arrangements established with local economic development groups, Technical Preparation consortia, Private Industry Councils and job centers, CESAs, CBOs, post-secondary institutions established under Section 102 (a) of such Act, in order to avoid duplication and to expand the range of and accessibility to vocational and technical education services.)

The application should describe the ways in which the district/consortium cooperates with local economic development groups, Tech Prep consortia, community-based organizations, PIC, Job Centers, CESA, and post-secondary institutions (particularly those who are members of special populations). Indicate the types of agreements and outcomes that will be expected by the students (measures).

Section III—Local Project Plan for Use of CPA Funds—State Institutions and Formula Allocation

Applicant does not complete this section.

Section IV—Local Project Plan for Use of CPA Funds—10% State Reserve

Upon completion of the *Local Profile* by the *Fiscal Agent* for the *Formula Allocation* application, it is appropriate to consider what next steps to follow in the development of the *Local Project Plan for Use of CPA Funds*. The following is a list of suggestions:

- Form/continue an advisory group for the vocational and technical education program consisting of members with a vested interest in program development.
- Allow time for people to become familiar with the “state-of-the-art” vocational and technical education in the district(s).
- Review the *Local District Profile* and other needs assessments for evidence of existence of need as well as the severity of the needs identified.

IV.A—Local Project Description (Refer to Formula Allocation Application)

10% State Reserve applications are focused on a) development/expansion of certificated industry based occupational training programs and b) provision of certificated industry based occupational training programs to a greater variety of students in Wisconsin. Based on this focus, describe the intent and purpose of the Local Project Plan for Use of CPA Funds.

The Local Project Description includes the following:

- intent of the Local Project Plan for Use of CPA Funds and includes a statement of purpose,
- Local Project Plan for Use of CPA Funds in relation to national, state, and local goals, including if it is part of a much larger project in which the school district/consortium is involved,
- consistency with the purpose of the act (page 5, CPA Guide),
- way(s) in which program(s) receiving funds under the Local Project Plan for Use of CPA Funds will improve the academic and technical skills of students,
- what parents, students, teachers, and representatives of business and industry/labor organizations/special populations suggested,
- strategies to be implemented in order to bring the school district/consortium into compliance with Wisconsin’s Core Indicators and State Initiatives (2002 *District Profile*) if applicable, and
- findings of the 2004-2005 Local Profile (Section II, *2004-2005 Carl Perkins Basic Grant Application—10% State Reserve (Different Configuration Than Formula Allocation Consortium)*).

All of the above information has been developed as part of your *2004-2005 Carl Perkins Basic Grant Application* (PI-1303, Rev. 12-03); therefore, this information can be "copied and pasted" into this application.

IV.A.1 Project Description (CPA Core Indicator #1 and #2)—20 points

16-20 Points	2004-2005 Program Model Priorities
8-15 Points	2004-2005 Program Model Priorities and other certificated industry based occupational training program(s)
1-7 Points	Other certificated industry based occupational training program(s)
0 Points	No response

Describe the new/existing certificated program in the **local school district**.

Limit to one page.

[Note: this section does **not** apply to Other Certificated Industry Based Occupational Training Program(s).]

IV.A.2 Plan for Local Sustainability—10 points

10 Points	Description and plan (including dollar amounts) to sustain project
5 Points	Description or plan (including dollar amounts) to sustain project
0 Points	No description and no plan to sustain project

Provide a description and plan, including dollar amounts, of how the ongoing costs of the new/existing certificated program(s) will be funded in subsequent years. Limit to one page.

IV.A.3 Plan for Local Advisory Council Input—10 points

8-10 Points	Council/Committee actively participated in developing the grant (new or established)
4-7 Points	Council/Committee reviewed grant prior to submission (new or established)
1-3 Points	Council/Committee will be formed next year
0 Points	No response

Describe the composition of the local advisory council/committee, how often the council/committee meets, and the process used to provide input into the development/ implementation of this certificated training program(s). Limit to one page.

IV.A.4 Student Training in Workplace Ethics Including Diversity and Harassment (CPA Core Indicator #4S1 and State Initiative W2)—10 points

8-10 Points	Employer and LEA both provide
4-7 Points	Employer or LEA provides
1-3 Points	Will provide but no actual plan/activities identified
0 Points	No response

Describe how student training on workplace ethics including diversity and harassment is provided by the employer **and** local school district. Limit to one page.

IV.A.5 Increased Student Participation (CPA Core Indicator 1S2 and 2S1)—10 points

Increased Participation of Special Populations (State Initiative W1)—10 points, Increased Gender Participation in Nontraditional Occupations (CPA Core Indicator #4S1 and 4S2 and State Initiative W2)—10 points

a. Universe

Actual 2003/2004

Enter actual enrollment of students in this certificated program.

Projected 2004/2005

Enter projected enrollment of students in this certificated program.

Increase of students in this certificated program (Projected Minus Actual)

The computer will calculate this result by subtracting *Actual 2003/2004* from *Projected 2004/2005*.

8-10 Points	Over 20 students	Who are eligible for a
4-7 Points	11-20 students	Who are eligible for a
1-3 Points	1-10 students	Who are eligible for a
0 Points	0 or blank	No response

b. *Special Populations*

Actual 2003/2004

Enter actual enrollment of special populations students in this certificated program.

Projected 2004/2005

Enter projected enrollment of special populations students in this certificated program.

Increase of students in this certificated program (Projected Minus Actual)

The computer will calculate this result by subtracting *Actual 2003/2004* from *Projected 2004/2005*.

8-10 Points	Over 20 students	Who are eligible for b
4-7 Points	11-20 students	Who are eligible for b
1-3 Points	1-10 students	Who are eligible for b
0 Points	0 or blank	No response

c. *Gender of students in certificated program(s) in nontraditional occupations*

Actual 2003/2004

Enter actual enrollment of students in this certificated program in nontraditional occupations. (Refer to *Appendix K* to determine if the program qualifies.)

Projected 2004/2005

Enter projected enrollment of students in this certificated program in nontraditional occupations.

Increase of students in this certificated program (Projected Minus Actual)

The computer will calculate this result by subtracting *Actual 2003/2004* from *Projected 2004/2005*.

8-10 Points	Over 20 students	Who are eligible for c
4-7 Points	11-20 students	Who are eligible for c
1-3 Points	1-10 students	Who are eligible for c
0 Points	0 or blank	No response

IV.A.6 *Increased Number of Students Earning Post-secondary Credit Through this Certificated Program (CPA Core Indicator 3S1)—10 points*

Actual 2003/2004

Enter enrollment of students in this certificated program who are eligible for transcribed credit/advanced standing. (This number should match IV.A.5.a.)

Projected 2004/2005

Enter projected enrollment of students in this certificated program who are eligible for transcribed credit/advanced standing.

Increase of students in this certificated program

The computer will calculate this result by subtracting <i>Actual 2003/2004</i> from <i>Projected 2004/2005</i> .		
8-10 Points	Over 20 students	Who are eligible for a
4-7 Points	11-20 students	Who are eligible for a
1-3 Points	1-10 students	Who are eligible for a
0 Points	0 or blank	No response

IV.B—Certification of Teacher Involvement

The intent of the DPI/Career and Technical Education Team is to have *10% State Reserve* applications be “teacher focused.” Therefore, each *10% State Reserve* application must identify the teacher(s) involved in the development of the application **and** to have one of these teachers act as a representative for the group by signing/dating the application.

Teacher(s) Involved

Identify the teacher(s) involved in the development of the *2004-2005 Carl Perkins Basic Grant Application—10% State Reserve (Different Configuration Than Formula Allocation Consortium)*.

School District

Identify the school district of employment for the teacher(s) identified above.

Current Certification/Code

Identify the respective certification of each teacher(s) identified above and corresponding DPI license code.

Representative Teacher Signature Blue Ink Only

A signature of one of the teachers involved in the development of the *2004-2005 Carl Perkins Basic Grant Application—10% State Reserve (Different Configuration Than Formula Allocation Consortium)* is required.

LVEC Signature Blue Ink Only

A signature of the LVEC involved in the development/administration of the *2004-2005 Carl Perkins Basic Grant Application—10% State Reserve (Different Configuration Than Formula Allocation Consortium)* is required.

Date Signed

The Representative Teacher must identify the date the *2004-2005 Carl Perkins Basic Grant Application—10% State Reserve (Different Configuration Than Formula Allocation Consortium)* is signed.

IV.C—Local Project Plan

Complete one chart per goal and copy as many pages as needed.

Per row, enter corresponding *Activity, Date, Project Evaluation Plan, Title or Position of Coordinator, and Budgeted \$\$*.

Goal

As written goals are developed, keep in mind the overall purpose of CPA III, State Plan Goals, and the areas needing change to better educate youth in the school district/consortium. Finally, consider the following as goal statements are written:

- Goals describe the desired broad outcome in clear and succinct language.
- Goals should be realistic and logically related to the identified need.
- Goals describe the overall outcome, not just one step necessary to achieve a given broad outcome.
- Goals must reflect the intent of the law, be consistent with the district/consortium's *Local Profile* and identified needs.
- Identify one *Goal* per page.

Activity

Develop a chronological list of activities that will assist in reaching the *Goal*.

Date

Identify the *Date* each *Activity* is to be accomplished. (Must be within grant period; i.e., July 1, 2004 through June 30, 2005.)

Project Evaluation Plan

Identify the way in which the *Local Project Plan* will be evaluated. The evaluation criteria must measure progress based on *CPA Core Indicators* and serve as a catalyst for developing improvement plans in following years.

Title or Position of Coordinator

Identify position/title of individual responsible for coordinating each *Activity*.

Budgeted \$\$

Enter the amount to be paid for each *Activity* with local funds and/or *CPA 10% State Reserve*. If no monies are to be used, enter 0. The *CPA* column must equal the corresponding *Section VII, Vocational Education Financial Plan*; i.e., the amount requested for the application.

Administrative Expenses (5% cap on federal money)

Enter the amount of local dollars budgeted for administration related to implementing the initiative. Enter the amount of federal dollars budgeted for administration related to implementing the initiative.

Total

Enter the sum of the *Budgeted \$\$/Local* column. Enter the sum of the *Budgeted \$\$/CPA 10% State Reserve* column.

Section V—Program Evaluation and Improvement

This section was revised for 2003-04. Complete one chart per district and copy as many pages as needed. (See “Tips” in *Appendix I* for copying instructions.)

All applicants complete *Sections V.A and V.B, and V.D; i.e., School District, Compliance with Core Indicators, and Compliance with State Initiatives*. The “source document” for compliance with *Core Indicators* and *State Initiatives* is the 2002 *District Profile*. The *District Profile* is available on the DPI website at <http://www.dpi.state.wi.us/dpi/dlsis/let/veersprofiles.html>.

V.A—School District

Enter the name of the school district participating in the *2004-2005 Carl Perkins Basic Grant Application*.

V.B—Compliance with Core Indicators

Using the coding on the 2002 *District Profile*, indicate the school district’s compliance/non-compliance with each of the core indicators.

V.C—Local Improvement Plan (LIP)

Complete only for school districts in noncompliance with *Standard A and B* in FY ’02.

Using alpha/numeric coding from above, enter the letter/number of the core indicator in which a school district is in noncompliance.

Each strategy to be used to bring a school district into compliance with the *Core Indicators* must be identified as an activity in the *Local Project Plan for Use of CPA Funds, Section IIIC—Activity* and marked with an asterisk (*) and core indicator coding.

V.D—Compliance with State Initiatives

Using the coding on the 2002 *District Profile*, indicate the school district's compliance/non-compliance with each of the *State Initiatives*.

V.E—Local Improvement Plan (LIP)

Complete only for school districts in noncompliance with *Standard A and B* in FY '02.

Using alpha/numeric coding from above, enter the letter/number of the State Initiative in which a school district is in noncompliance.

Each strategy to be used to bring a school district into compliance with the State Initiatives must be identified as an Activity in the *Local Profile, Section II.D.2* (special pops) and/or *II.D.3* (gender participation) **and** marked with the corresponding letter/number of the State Initiative.

Section VI—Consortium Contracting

School districts can contract with a Cooperative Education Service Agency (CESA) or another school district (66.30) for purposes of meeting the minimum allocation requirement in CPA III. These school districts are required to complete this section. If the fiscal agent has a “local” contract, the contract may be used in lieu of this section **providing** the contract does not change the intent of the state requirements for CPA III contracting.

The Fiscal Agent LVEC is required to **keep** one copy of the completed contract on file at the local school district.

The Department of Public Instruction established a Fiscal Agent Policy. To bring Carl Perkins funding in alignment with this policy, the contracting portion of the Carl Perkins Basic Grant application form (PI-1303) has been revised. Therefore, all consortiums will be required to submit new contracts for 2004-05. The Fiscal Agent Policy can be found in Appendix M of this guide.

VI.A—CESA Services Agreement

For school districts contracting with a CESA as part of the *2004-2005 Carl Perkins Basic Grant Application—10% State Reserve (Different Configuration Than Formula Allocation Consortium)*, complete this section.

Complete contract for each participating school district and submit two originals of signed contract for one participating school district as part of the *2004-2005 Carl Perkins Basic Grant Application—10% State Reserve (Different Configuration Than Formula Allocation Consortium)*. (Refer to information above prior to completing the form).

CESA Name

Enter name of the CESA that will act as fiscal agent for the *2004-2005 Carl Perkins Basic Grant Application—10% State Reserve (Different Configuration Than Formula Allocation Consortium)*.

CESA Member Districts

Enter the names of all school districts contracting with the CESA as part of the *2004-2005 Carl Perkins Basic Grant Application—10% State Reserve (Different Configuration Than Formula Allocation Consortium)*.

Enter the length of the contract and corresponding school year(s).

Enter the name of school district contracting with CESA for services.

District Administrator Signature Blue Ink Only

The district administrator of the school district contracting with the CESA for the *2004-2005 Carl Perkins Basic Grant Application—10% State Reserve (Different Configuration Than Formula Allocation Consortium)* must sign the contract in blue ink.

Date Signed Mo./Day/Yr.

The month, day, and year the individual signed the contract must be entered.

Board President Signature Blue Ink Only

The board president of the school district contracting with the CESA as part of the *2004-2005 Carl Perkins Basic Grant Application—10% State Reserve (Different Configuration Than Formula Allocation Consortium)* must sign the contract in blue ink.

Date Signed Mo./Day/Yr.

The month, day, and year the individual signed the contract must be entered.

Board Clerk Signature Blue Ink Only

The board clerk of the school district contracting with the CESA as part of the *2004-2005 Carl Perkins Basic Grant Application—10% State Reserve (Different Configuration Than Formula Allocation Consortium)* must sign the contract in blue ink.

Date Signed Mo./Day/Yr.

The month, day, and year the individual signed the contract must be entered.

CESA Number

Enter the number of the CESA.

CESA Board of Control Representative Signature Blue Ink Only

A representative of the respective CESA Board of Control must sign the contract in blue ink.

Date Signed Mo./Day/Yr.

The month, day, and year the individual signed the contract must be entered.

CESA Administrator Signature Blue Ink Only

The administrator of the CESA that is acting as the fiscal agent for the *2004-2005 Carl Perkins Basic Grant Application—10% State Reserve (Different Configuration Than Formula Allocation Consortium)* must sign the contract in blue ink.

Date Signed Mo./Day/Yr.

The month, day, and year the individual signed the contract must be entered.

CESA LVEC Signature Blue Ink Only

The person who is employed as a Local Vocational Education Coordinator by the CESA for the *2004-2005 Carl Perkins Basic Grant Application—10% State Reserve (Different Configuration Than Formula Allocation Consortium)* must sign the contract in blue ink.

Date Signed Mo./Day/Yr.

The month, day, and year the individual signed the contract must be entered.

VI.B—66.30 Agreement

For a school district contracting with another school district as part of the *2004-2005 Carl Perkins Basic Grant Application—10% State Reserve (Different Configuration Than Formula Allocation Consortium)*, complete this section.

Complete for each participating school district and submit two originals of signed contract for one participating school district as part of the *2004-2005 Carl Perkins Basic Grant Application—10% State Reserve (Different Configuration Than Formula Allocation Consortium)*. **It is unnecessary for the fiscal agent district to complete a contract for itself.** (Refer to information above prior to completing the form.)

Name of School District

Enter the name of the school district that will act as fiscal agent for the *2004-2005 Carl Perkins Basic Grant Application—10% State Reserve (Different Configuration Than Formula Allocation Consortium)*.

Consortium Member Districts

Enter the names of all school districts contracting with this school district as part of the *2004-2005 Carl Perkins Basic Grant Application—10% State Reserve (Different Configuration Than Formula Allocation Consortium)*.

Enter response to *Name of School District* from above; i.e., the fiscal agent of the *2004-2005 Carl Perkins Basic Grant Application—10% State Reserve (Different Configuration Than Formula Allocation Consortium)*.

Enter the length of the contract and corresponding school year(s).

Enter name of school district contracting with the fiscal agent for 66.30 services.

District Administrator Signature Blue Ink Only

The administrator of the school district that is contracting with the fiscal agent for the *2004-2005 Carl Perkins Basic Grant Application—10% State Reserve (Different Configuration Than Formula Allocation Consortium)* must sign the contract in blue ink.

Date Signed Mo./Day/Yr.

The month, day, and year the individual signed the contract must be entered.

Board President Signature Blue Ink Only

The board president of this school district must sign the contract in blue ink.

Date Signed Mo./Day/Yr.

The month, day, and year the individual signed the contract must be entered.

Board Clerk Signature Blue Ink Only

The board clerk of this school district must sign the contract in blue ink.

Date Signed Mo./Day/Yr.

The month, day, and year the individual signed the contract must be entered.

Fiscal Agent District

Enter the Name of School District; i.e., the fiscal agent of the *2004-2005 Carl Perkins Basic Grant Application—10% State Reserve (Different Configuration Than Formula Allocation Consortium)*.

Fiscal Agent Administrator Signature Blue Ink Only

The administrator of the school district acting as the fiscal agent for the *2004-2005 Carl Perkins Basic Grant Application—10% State Reserve (Different Configuration Than Formula Allocation Consortium)* must sign the contract in blue ink.

Date Signed Mo./Day/Yr.

The month, day, and year the individual signed the contract must be entered.

Fiscal Agent LVEC Signature Blue Ink Only

The person who is employed as a Local Vocational Education Coordinator by the fiscal agent for the *2004-2005 Carl Perkins Basic Grant Application—10% State Reserve (Different Configuration Than Formula Allocation Consortium)* must sign the contract in blue ink.

Date Signed Mo./Day/Yr.

The month, day, and year the individual signed the contract must be entered.

PI-1303-A, Section VII—Vocational Education Financial Plan

Vocational Education Financial Plan—10 Points

8-10 Points	Budget directly relates to Project Description (IV.A.1) and Local Project Plan (IV.C)
4-7 Points	Budget directly relates to Project Description (IV.A.1) or Local Project Plan (IV.C)
1-3 Points	Budget indirectly relates to Project Description (IV.A.1) and/or Local Project Plan (IV.C)
0 Points	No Response

The budgeted items must relate directly to the Project Description (PI-1303-B, Section IV.A.1) **and** the Local Project Plan (PI-1303-B, Section IV.C).



Wisconsin Department of Public Instruction
CARL PERKINS BASIC GRANT APPLICATION
10% State Reserve (Different Configuration Than
Formula Allocation Consortium)
PI-1303-C (Rev. 12-03)

INSTRUCTIONS: Via U.S. mail, submit **two (2) original** signature pages to:

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
ATTN: MARILYN BACHIM
CAREER AND TECHNICAL EDUCATION TEAM
P. O. BOX 7841
MADISON, WI 53707-7841

and e-mail application to:
marilyn.bachim@dpi.state.wi.us

Collection of this information is a requirement of PL 105-332.

SECTION I—ADMINISTRATIVE PROVISIONS

I.A—Cover Sheet

Funding Source Title I, Part C, Local Provisions *10% State Reserve*. Applicant can check only one of the following eight checkboxes.

☐ A & NR ☐ BIT ☐ FCE ☐ HSOE ☐ ME ☐ T & EE

Other certificated industry-based occupational training program(s)

☐ Multi ☐ Wisconsin Employability Skills (General Work Experience)

Type of Fiscal Agent *Check One*

☐ CESA ☐ 66:30 ☐ Single District

Participating District

Name of Industry Based Occupational Training Certificate to be Issued

Fiscal Agent

District or CESA Code

LVEC Name

LVEC Address *Street, City, State, Zip*

LVEC Phone *Area/No.*

LVEC Fax *Area/No.*

LVEC E-Mail

I.B—General Assurances

1. The eligible recipient shall provide assurances that the eligible recipient will provide a vocational and technical education program that is of such size, scope, and quality to bring about improvement in the quality of vocational and technical programs.
2. Section 427(b) of GEPA requires each applicant shall develop and describe in the application the steps to ensure equitable access to, and equitable participation in, the project or activity to be conducted with such assistance, by addressing the special needs of students, teachers and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, national origin (includes limited English proficiency), color, disability, and age.
3. Equal access to relevant training and vocational and technical education activities shall be provided to meet the needs of males and females who desire to enter occupations that are not traditionally associated with their gender.
4. Nothing in this Act shall be construed to be inconsistent with applicable federal law prohibiting discrimination on the basis of race, color, sex, national origin, age, or disability in the provision of federal programs or services.
5. Federal vocational funds shall be used to supplement, and to the extent practicable, increase the amount of local funds for vocational and technical education, and in no case supplant (replace) such local funds.
6. Federal funds shall not be used to purchase any equipment or instructional aids that directly financially benefit any union or other organization representing the interests of the purchasing entity.
7. A DPI certified LVEC shall be employed by the fiscal agent and must also participate in the planning and implementation of the project.
8. No funds made available under this Act shall be used (1) to require any secondary school student to choose or pursue a specific career path or major; and (2) to mandate that any individual participate in a vocational and technical education program, including a vocational and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery.
9. No funds received under this Act may be used to provide vocational and technical education programs to students prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used by such students.

SECTION I—ADMINISTRATIVE PROVISIONS

I.B—General Assurances (cont.)

10. An eligible agency or eligible recipient that uses funds under this Act for inservice and preservice professional development programs for vocational and technical education teachers, administrators, and other personnel may, upon request, permit the participation in such programs of vocational and technical education teachers, administrators, and other personnel in nonprofit private schools offering vocational and technical education programs located in the geographical area served by such agency or recipient.
11. Equal and fair consideration of all populations, regardless of race, sex, age, religion, sexual orientation, handicap or national origin, shall be given in the selection of project personnel, advisory or steering committee members and in other activities operated as part of the application.
12. The application as well as all written and/or audiovisual materials produced, shall be gender fair in word, image, and reference.
13. Applicant shall adhere to the Stevens Amendment Disclosure (PL 102-141, Section 23 and PL 102-170, Section 511) when issuing statements, press releases, requests for proposals, bid solicitations, and other documents and products describing projects or programs funded in whole or in part with federal money, all grantees, including but not limited to state and local governments, shall clearly state: the percentage of the total cost of the program or project which will be financed with federal money and the dollar amount of federal funds awarded to the project or program.
14. Applicant shall comply with all federal and state reporting requirements, a year-end report, quarterly fiscal reports, and other data surveys conducted through federal and state resources.

I.C—Certification

THE FOLLOWING SCHOOL OFFICIALS AND STAFF HEREBY AGREE to comply with federal and state regulations regarding maintenance and audits of records in such a way as a) to avoid commingling of CPA and other funds, b) to submit necessary reports and data; and certify that the information provided in this application is true and correct to the best of our knowledge, information, and belief, and that the required assurances are given. All approved programs, services and activities will be conducted in accordance with state and federal laws, rules, and regulations and in accordance with Wisconsin Department of Public Instruction policies and program standards.

Name and Title of Fiscal Agent Administrator *Typed*

Signature of Fiscal Agent Administrator *Blue Ink Only*

Date Signed *Mo./Day/Yr.*

Name of Administrator Responsible for Project *Typed*

Signature of Administrator Responsible for Project (LVEC) *Blue Ink Only*

Date Signed *Mo./Day/Yr.*

SECTION I—ADMINISTRATIVE PROVISIONS (cont.)*Copy as many pages as needed.***I.D—Consortium Roster of LEA Designees** *Consortium Applications Only*

Type or print legibly. Names identified below are automatically placed in the Secondary Leaders/Administrators in Vocational Education Directory.

Participating District <i>List each individual LEA</i>		Telephone <i>Area/No.</i>
Name of LEA Designee*	Position/Title	Fax <i>Area/No.</i>
Address of LEA Designee <i>Street, City, State, Zip</i>		E-Mail Address
Participating District <i>List each individual LEA</i>		Telephone <i>Area/No.</i>
Name of LEA Designee*	Position/Title	Fax <i>Area/No.</i>
Address of LEA Designee <i>Street, City, State, Zip</i>		E-Mail Address
Participating District <i>List each individual LEA</i>		Telephone <i>Area/No.</i>
Name of LEA Designee*	Position/Title	Fax <i>Area/No.</i>
Address of LEA Designee <i>Street, City, State, Zip</i>		E-Mail Address
Participating District <i>List each individual LEA</i>		Telephone <i>Area/No.</i>
Name of LEA Designee*	Position/Title	Fax <i>Area/No.</i>
Address of LEA Designee <i>Street, City, State, Zip</i>		E-Mail Address
Participating District <i>List each individual LEA</i>		Telephone <i>Area/No.</i>
Name of LEA Designee*	Position/Title	Fax <i>Area/No.</i>
Address of LEA Designee <i>Street, City, State, Zip</i>		E-Mail Address
Participating District <i>List each individual LEA</i>		Telephone <i>Area/No.</i>
Name of LEA Designee*	Position/Title	Fax <i>Area/No.</i>
Address of LEA Designee <i>Street, City, State, Zip</i>		E-Mail Address
Participating District <i>List each individual LEA</i>		Telephone <i>Area/No.</i>
Name of LEA Designee*	Position/Title	Fax <i>Area/No.</i>
Address of LEA Designee <i>Street, City, State, Zip</i>		E-Mail Address

II.A—Community Development

II.A.1 Describe basic demographic data, general economic condition of the community, and regional/local labor market needs in terms of:

- Population trends

- The type(s) of local municipal government and community growth

- Economic development and business/industry growth (e.g., employers)

- Occupational and employment projections, community entry-level jobs, and other demographic trends (i.e., rate of women in jobs, rate of single women heads of households in jobs; farm employment trends, private sector employment rates).

SECTION II—LOCAL PROFILE (cont.).

SECTION II.B—Enrollment and Trends

Complete one chart per school district. Copy as many pages as needed.

School District

Cohorts	Enrollment/Enrollment Projections and Percentages							
	1999-2000				2000-2001			
	Total	%	Voc Ed	%	Total	%	Voc Ed	%
1. 9-12								
2. Male								
3. Female								
4. Black, Non-Hispanic								
5. American Indian								
6. Asian, Pacific Islander								
7. Hispanic								
8. White, Non-Hispanic								
9. Students with disabilities								
10. Students from economically disadvantaged families (including foster children)								
11. Academically disadvantaged students								
12. Students with Limited English Proficiency (LEP)								
13. Teen Single Parents								
14. Students preparing for non-traditional employment and training	n/a	n/a	n/a	n/a	n/a	n/a		

Cohorts	Enrollment/Enrollment Projections and Percentages											
	2001-2002				2002-2003				2003-2004			
	Total	%	Voc Ed	%	Total	%	Voc Ed	%	Total	%	Voc Ed	%
1. 9-12												
2. Male												
3. Female												
4. Black, Non-Hispanic												
5. American Indian												
6. Asian, Pacific Islander												
7. Hispanic												
8. White, Non-Hispanic												
9. Students with disabilities												
10. Students from economically disadvantaged families (including foster children)												
11. Academically disadvantaged students												
12. Students with Limited English Proficiency (LEP)												
13. Teen Single Parents												
14. Students preparing for non-traditional employment and training	n/a	n/a			n/a	n/a			n/a	n/a		

SECTION II—LOCAL PROFILE (cont.).

II.C—Vocational and Technical Education Program Description

- II.C.1 Provide the district(s) mission and/or philosophy statement of vocational education.
- II.C.2 Provide a concise, comprehensive description of the vocational education programs, currently offered by the school district(s).
- II.C.3 Describe how the school district(s) provides vocational education programs that offer a coherent sequence of courses [Fed. Req. #3(A), #3(C), #9, #10].
- II.C.4 Describe how the school district(s) assures that the vocational and technical education program is of such size, scope, and quality as to bring about improvement in the quality of education offered by the district(s) [Fed. Req. #1, #4, #5].
- II.C.5 Describe the program evaluation standards the school district(s) currently uses to measure its progress and continuously improve performances [Fed. Req. #4 and #6].
- II.C.6 Describe the program evaluation standards the school district(s) currently uses to measure its progress in providing vocational and technical education students with strong experience in and understanding of *all aspects of the industry* [Fed. Req. 3(B)].

II.D—Vocational and Technical Student Services

- II.D.1 Identify the ways in which the district(s) ensures that members of special populations, including race/ethnic minorities, are not discriminated against in vocational education [Fed. Req. #8].
- II.D.2 Describe the specific strategies that are currently being implemented to overcome the barriers which result in lowering rates of access to or lowering success in vocational and technical education programs on the part of special populations, including racial/ethnic minorities. Identify specific outcomes of these efforts to ensure that *Wisconsin's Core Indicators and State Adjusted Levels of Performance* are met [Fed. Req. #7].
- II.D.3 Describe the specific strategies the district/consortium is currently utilizing to promote preparation for and completion of nontraditional training and employment and the impact of these strategies. Minimally, *Wisconsin's Core Indicators and State Adjusted Levels of Performance* must be addressed [Fed. Req. #8].

II.E—Coordinating Vocational and Technical Education with Other Relevant Groups/Programs

- II.E.1 Summarize results of annual vocational education graduate follow-up surveys and employer follow-up surveys.
- II.E.2 Describe the methods used to coordinate vocational education services with other relevant programs. (Include a description of cooperative arrangements established with local economic development groups, Technical Preparation consortia, Private Industry Councils and job centers, CESAs, CBOs, post-secondary institutions established under Section 102 (a) of such Act, in order to avoid duplication and to expand the range of and accessibility to vocational and technical education services.)

	SECTION III—LOCAL PROJECT PLAN FOR USE OF CPA FUNDS STATE INSTITUTIONS AND FORMULA ALLOCATION <i>State Institutions or Formula Allocation Applications Only</i>	
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III.A—Local Project Plan Title

III.B—Local Project Description

**Do
Not
Complete
This
Section.**

SECTION III—LOCAL PROJECT PLAN FOR USE OF CPA FUNDS STATE INSTITUTIONS AND FORMULA ALLOCATION (cont.)

Complete one chart per goal. Copy as many pages as needed.

III.C—LOCAL PROJECT PLAN

Goal Include Alpha Designation

Activity* <i>Include Numeric Designation</i>	CPA Core Indicator [Federal Requirement #2]	Date	Project Evaluation Plan	Title or Position of Coordinator	Budgeted \$\$	
					Local	CPA**
	1S1 Academic Attainment					
	1S2 Skill Proficiency					
	2S1 Completion					
	2S2 Diploma Credential					
	3S1 Placement					
	4S1 Nontraditional Participation					
	4S2 Nontraditional Completion					
	1S1 Academic Attainment					
	1S2 Skill Proficiency					
	2S1 Completion					
	2S2 Diploma Credential					
	3S1 Placement					
	4S1 Nontraditional Participation					
	4S2 Nontraditional Completion					
	1S1 Academic Attainment					
	1S2 Skill Proficiency					
	2S1 Completion					
	2S2 Diploma Credential					
	3S1 Placement					
	4S1 Nontraditional Participation					
	4S2 Nontraditional Completion					
	1S1 Academic Attainment					
	1S2 Skill Proficiency					
	2S1 Completion					
	2S2 Diploma Credential					
	3S1 Placement					
	4S1 Nontraditional Participation					
	4S2 Nontraditional Completion					
Administrative Expenses (5% cap on federal money)						
Total						

Identify each activity with an asterisk () that will be implemented in order to bring a school district into compliance with *CPA Core Indicators*.

** Sum of this column must equal project request; i.e., total on PI-1303-A, Section III.D and Section VII.

**SECTION III—LOCAL PROJECT PLAN FOR USE OF CPA FUNDS—
STATE INSTITUTIONS AND FORMULA ALLOCATION**
State Institutions or Formula Allocation Applications Only

Summarize costs of Local Project Plan by the following use of funds:

Required Uses of Funds	Federal Amount Budgeted FY
Integrate academic, vocational and technical components	
Provide students with strong experience in and understanding of all aspects of an industry	
Develop, improve, or expand the use of technology in vocational and technical education	
Provide professional development programs to teachers, counselors, and administrators	
Develop and implement evaluations which assess the needs of special populations	
Initiate, improve, expand, and modernize quality vocational and technical education programs	
Provide services and activities that are of sufficient size, scope and quality to be effective	
Link secondary and post secondary vocational education programs	
Permissible Uses of Funds	
Involve parents, businesses, and labor organizations in the design, implementation, and evaluation of programs	
Provide career guidance and academic counseling for students	
Provide work-related experience, i.e., internships, co-op education, school-based enterprises, entrepreneurship, etc.	
Provide programs for special populations	
Local education and business partnerships	
Assist vocational and technical student organizations	
Provide mentoring and support services	
Leasing, purchasing, upgrading or adapting equipment, including instructional aides	
Provide teacher preparation programs	
Improving or developing new vocational and technical education courses	
Provide support for family and consumer sciences programs	
Provide vocational and technical education programs for adults and school dropouts	
Provide assistance to students in finding an appropriate job and continuing their education	
Support nontraditional training and employment activities	
Support other activities that are consistent with the purpose of this Act	
Administrative Funds*	
Total Requested for Application	\$0

*No more than 5 percent can be used for administrative costs.

	SECTION IV—LOCAL PROJECT PLAN FOR USE OF CPA FUNDS—10% STATE RESERVE	
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IV.A—Local Project Description *Refer to Formula Allocation Application*

IV.A.1—Project Description (*CPA Core Indicator #1S1, #1S2, #2S1, and #2S2*)—20 points

IV.A.2—Plan for Local Sustainability—10 points

IV.A.3—Plan for Local Advisory Council Input—10 points

IV.A.4—Student Training in Workplace Ethics Including Diversity and Harassment (*CPA Core Indicator #4S1 and State Initiative W2*)—10 points

SECTION IV—LOCAL PROJECT PLAN FOR USE OF CPA FUNDS—10% STATE RESERVE

IV.A.5— Increased Student Participation (CPA Core Indicator #1S2 and #2S1)—10 points, **Increased Participation of Special Populations** (State Initiative W1)—10 points, and **Increased Gender Participation in Nontraditional Occupations** (CPA Core Indicator #4S1, #4S2, and State Initiative W2)—10 points

a. Universe		
Actual 2003/2004	Projected 2004/2005	Increase of students in this Certificated Program (Projected minus Actual)
		0
b. Special Populations		
Actual 2003/2004	Projected 2004/2005	Increase of students in this Certificated Program (Projected minus Actual)
		0
c. Gender Participation in Nontraditional Occupations (Core Indicator #4S1 and #4S2)		
Actual 2003/2004	Projected 2004/2005	Increase of students in this Certificated Program (Projected minus Actual)
		0

IV.A.6—Increased Number of Students Earning Post-secondary Credit Through this Certificated Program
(CPA Core Indicator #4S1) —10 points

Actual 2003/2004	Projected 2004/2005	Increase of students in this Certificated Program (Projected minus Actual)
		0

IV.B—Certification of Teacher Involvement

Teacher(s) Involved	School District	Current Certification/Code
Representative Teacher Signature <i>Blue Ink Only</i>	LVEC Signature <i>Blue Ink Only</i>	Date Signed

SECTION IV—LOCAL PROJECT PLAN FOR USE OF CPA FUNDS—10% STATE RESERVE
Complete one chart per goal. Copy as many pages as needed.

SECTION IV—LOCAL PROJECT PLAN FOR USE OF CPA FUNDS—10% STATE RESERVE
Complete one chart per goal. Copy as many pages as needed.

IV.C—Local Project Plan

Goal

Activity	Date	Project Evaluation Plan	Title or Position of Coordinator	BUDGETED \$\$	
				Local	CPA 10% Reserve*
Administrative Expenses (5% cap on federal money)					
Total					

*Sum of this column must equal project request; i.e., total on PI-1303-A, *Section VII*.

SECTION V—PROGRAM EVALUATION AND IMPROVEMENT
Complete one chart per district. Copy as many pages as needed.

V.A—School District

V.B—Compliance with CPA Core Indicators

Number	Core Indicator	FY ' Compliance- (Standard A)	FY ' Compliance- (Standard B)
1. S. 1.	Academic Attainment		
1. S. 2.	Skill Proficiency		
2. S. 1.	Completion		
2. S. 2.	Diploma Credential		
3. S. 1.	Placement		
4. S. 1.	Nontraditional Participation		
4. S. 2.	Nontraditional Completion		

V.C—Local Improvement Plan (LIP) *Enter the number/letter of each core indicator for which the district is in noncompliance.*

V.D—Compliance with State Initiatives

Number	Initiative	FY ' Compliance- (Standard A)	FY ' Compliance- (Standard B)
W1	Special Populations		
W2	Gender Participation in Secondary Vocational Programs		
	a. Vocational Education		
	b. Agriculture and Natural Resource Education		
	c. Business and Information Technology Education		
	d. Family and Consumer Education		
	e. Health Sciences Occupations Education		
	f. Marketing Education		
	g. Technology and Engineering Education		

V.E—Local Improvement Plan (LIP) *Enter the number/letter of each State Initiative for which the district is in noncompliance. This letter/number must also appear in at least one activity in Section II.D.2 (special populations) and/or II.D.3 (gender participation).*

SECTION VI—CONSORTIUM CONTRACTING

VI.A—CESA Services Agreement Complete for **each** participating school district. Submit **two** originals of signed contract for **one** participating school district.

CESA Name

CESA Member Districts

SAID SCHOOL DISTRICTS HEREBY MUTUALLY AGREE TO THE FOLLOWING CONDITIONS THAT

- said parties agree and contract for the cooperation of vocational education programs, under the Carl D. Perkins Vocational and Technical Education Act of 1998 (PL 105-332).
- the CESA is to be the operator and fiscal agent of the Carl Perkins vocational consortium.
- the annual budget for the cooperative program shall be approved by the school board of each participating school district prior to the beginning of the fiscal year.
- CESA Board of Control agrees to follow DPI's Fiscal Agent Policy.
- the CESA agrees to file a four-year Carl Perkins plan with an annual application, and the required reports with the Department of Public Instruction.
- the CESA agrees to be prepared to assist school districts as requested and required with implementation of the Local Project Plan.
- the CESA will utilize appropriate accounting procedures within WESSAS.
- all purchased resources will **remain the property of the consortium**.
- a plan for the final disposition of equipment, facilities and materials that are purchased with CPA funds will be provided by the CESA.
- each school district will adhere to the CPA assurances as listed within the application, and maintain records and other support materials to ensure all assurances are being met.
- student membership for state aid purposes be counted by the district of residence.
- transportation, if required, is to be furnished by the individual school district, and special transportation aid shall also be claimed by the school district of residence.
- the budget and Local Project Plan for this cooperative/consortium shall be developed by the CESA LVEC and the Consortium Council.
- the CESA agrees to coordinate and/or maintain all materials and data to assure that the consortium and individual school districts are meeting federal and state requirements dealing with monitoring, fiscal reporting (including budget modifications), student reporting, and other related items that impact upon the requirements of the Carl Perkins Act (PL 105-332).

This agreement shall be effective for a _____-year period for the school year _____.

THE SCHOOL DISTRICT OF _____ AGREES TO THE ABOVE TERMS, AND HEREBY AFFIXES THE APPROPRIATE SIGNATURE

District Administrator Signature <i>Blue Ink Only</i> ➤	Date Signed <i>Mo./Day/Yr.</i>
Board President Signature <i>Blue Ink Only</i> ➤	Date Signed <i>Mo./Day/Yr.</i>
Board Clerk Signature <i>Blue Ink Only</i> ➤	Date Signed <i>Mo./Day/Yr.</i>

CESA _____ AGREES TO THE ABOVE TERMS, AND HEREBY AFFIXES THE APPROPRIATE SIGNATURES

CESA Board of Control Representative Signature <i>Blue Ink Only</i> ➤	Date Signed <i>Mo./Day/Yr.</i>
CESA Administrator Signature <i>Blue Ink Only</i> ➤	Date Signed <i>Mo./Day/Yr.</i>
CESA LVEC Signature <i>Blue Ink Only</i> ➤	Date Signed <i>Mo./Day/Yr.</i>

SECTION VI—CONSORTIUM CONTRACTING

VI.B—66.30 Agreement Complete for **each** participating school district. Submit **two** originals of signed contract for **one** participating school district.

Name of School District

Consortium Member Districts

SAID SCHOOL DISTRICTS HEREBY MUTUALLY AGREE, PURSUANT TO SECTION 66.30 OF THE WISCONSIN STATUTES, TO THE FOLLOWING CONDITIONS THAT:

- said parties agree and contract for the cooperation of vocational education programs, under the Carl D. Perkins Vocational and Technical Education Act of 1998 (PL 105-332).
- the annual budget for the cooperative program shall be approved by the school board of each participating school district prior to the beginning of the fiscal year.
- is to be the operator and fiscal agent of the Carl Perkins vocational consortium.
- the school board has passed the Carl Perkins Cooperative resolution related to this 66.30 agreement.
- School board agrees to follow DPI's Fiscal Agent Policy.
- the fiscal agent agrees to file a four-year Carl Perkins Plan with an annual application, and the required reports with the Department of Public Instruction.
- the fiscal agent agrees to be prepared to assist school districts as requested and required with implementation of the Local Project Plan.
- the fiscal agent will utilize separate funding as provided in the Fund 90 series of the Wisconsin Elementary and Secondary School Financial Accounting System.
- all purchased resources will **remain the property of the consortium**.
- a plan for the final disposition of equipment, facilities and materials that are purchased with CPA funds will be provided by the fiscal agent.
- each school district will adhere to the CPA assurances as listed within the application, and maintain records and other support materials to ensure all assurances are being met.
- student membership for state aid purposes be counted by the district of residence.
- transportation, if required, is to be furnished by the individual school district, and special transportation aid shall also be claimed by the district of residence.
- the budget and Local Project Plan for this cooperative/consortium shall be developed by the fiscal agent LVEC and the Consortium Council.
- the fiscal agent agrees to coordinate and/or maintain all materials and data to assure that the consortium and individual school districts are meeting federal and state requirements dealing with monitoring, fiscal reporting (including budget modifications), student reporting, and other related items that impact upon the requirements of the Carl Perkins Act (PL 105-332).

This agreement shall be effective for a _____-year period for the school year _____.

THE SCHOOL DISTRICT OF _____ AGREES TO THE ABOVE TERMS, AND HEREBY AFFIXES THE APPROPRIATE SIGNATURE.

District Administrator Signature *Blue Ink Only*

➤

Date Signed *Mo./Day/Yr.*

Board President Signature *Blue Ink Only*

➤

Date Signed *Mo./Day/Yr.*

Board Clerk Signature *Blue Ink Only*

➤

Date Signed *Mo./Day/Yr.*

THE FISCAL AGENT DISTRICT _____ AGREES TO THE ABOVE TERMS, AND HEREBY AFFIXES THE APPROPRIATE SIGNATURES.

Fiscal Agent Administrator Signature *Blue Ink Only*

➤

Date Signed *Mo./Day/Yr.*

Fiscal Agent LVEC Signature *Blue Ink Only*

➤

Date Signed *Mo./Day/Yr.*

Review Form

The DPI *10% State Reserve Reviewer* completes the PI-1341-C, Status of Carl Perkins Basic Grant Application—10% State Reserve (Different Configuration Than Formula Allocation Consortium), for each project submitted. The form is designed to follow the instructions for the corresponding application form (PI-1303-C), cell by cell.

A copy of the review form follows.



Wisconsin Department of Public Instruction
STATUS OF CARL PERKINS BASIC GRANT APPLICATION
10% State Reserve (Different Configuration Than Formula
Allocation Consortium)
PI-1341-C (Rev. 12-03)

INSTRUCTIONS: Submit revised application as an **e-mail**
attachment to:

marilyn.bachim@dpi.state.wi.us

Collection of this information is a requirement of PL 105-332.

GENERAL INFORMATION				
Fiscal Agent	LVEC		Project Number	
Participating School District	LVEC Fax Area Code/No.	Name of Industry Based Occupational Training Certificate to be issued		
Type of Fiscal Agent <i>Check One</i> <input type="checkbox"/> CESA <input type="checkbox"/> 66:30 <input type="checkbox"/> Single District				
Funding Source Title I, Part C, Local Provisions <i>10% State Reserve. Applicant can check only one of the eight checkboxes.</i> <input type="checkbox"/> A & NR <input type="checkbox"/> BIT <input type="checkbox"/> FCE <input type="checkbox"/> HSOE <input type="checkbox"/> ME <input type="checkbox"/> T & EE				
Other certificated industry based occupational training program(s) <input type="checkbox"/> Multi <input type="checkbox"/> Wisconsin Employability Skills (General Work Experience)				
Amount Requested	Amount Approved	Reviewer #1	Competitive Project Score Reviewer #2	Average
		0	0	0
Status of Carl Perkins Application <i>Check One</i> <input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Fundable				
Deficiencies are to be resolved prior to encumbering any Carl Perkins monies. Follow the information in <i>the 2004-2005 Carl Perkins Basic Grant Application—10% State Reserve</i> or call the DPI/CTE <i>10% State Reserve Liaison Consultant</i> if in doubt about the application.				
Comments				

LVEC CERTIFICATION STATUS	
LVEC	65 License
DPI/CTE Grant Manager Signature ➤	Date Signed Mo./Day/Yr.
SIGNATURES	
DPI/CTE 10% State Reserve Liaison Consultant Signature ➤	Date Signed Mo./Day/Yr.
DPI/CTE 10% State Reserve Liaison Team Member Signature ➤	Date Signed Mo./Day/Yr.

STATUS OF CARL PERKINS APPLICATION	
I. Administrative Provisions	
Select from dropdown list.	I.A—Cover Sheet
	<p>Only one funding source checked</p> <p>Application represents a single district or consortium</p> <p>School District participating in this project</p> <p>Name of the industry based occupational training certificate to be issued</p> <p>Name of the institution eligible to receive this grant, i.e., the fiscal agent</p> <p>District or CESA Code</p> <p>LVEC Name</p> <p>LVEC Address</p> <p>LVEC Phone</p> <p>LVEC Fax</p> <p>LVEC E-mail</p> <p>Comments</p>
I.C—Certification	
	<p>Name of Fiscal Agent Administrator</p> <p>Title of Fiscal Agent Administrator</p> <p>Signature in blue ink of Fiscal Agent Administrator</p> <p>Name of Administrator Responsible for Project (LVEC)</p> <p>Signature in blue ink of Administrator Responsible for Project (LVEC)</p> <p>Two (2) signature pages mailed to Marilyn Bachim</p> <p>I.D—Consortium Roster of LEA Designees Consortiums Only</p> <p>Participating District</p> <p>Name of LEA Designee</p> <p>Address of LEA Designee</p> <p>Position/Title</p> <p>Telephone Area/No.</p> <p>Fax Area/No.</p> <p>E-mail Address</p> <p>LEA Designee a vocationally certified teacher or written justification for non-vocationally certified teacher provided electronically</p> <p>Comments</p>
II. Local Profile	
	II.A—Community Development
	<p>Provide comprehensive description of basic demographic data, general economic condition of the community, and regional/local labor market needs in terms of:</p> <p>Population trends</p>

STATUS OF CARL PERKINS APPLICATION

Type(s) of local municipal government and community growth

Economic development and business/industry growth (e. g. employers)

Current occupational and employment projections, community entry-level jobs, and other demographic trends (i.e., rate of women in jobs, rate of single women heads of households in jobs; farm employment trends, private sector employment rates)

Items that impact school district(s)

Description clear and easy for the reader to understand; information not copied out of a variety of documents and pasted together to make a community profile

Knowledge of the community and structure under which the school district(s) works

Comments

II.B—Enrollment and Trends

Complete Enrollment and Trends chart for **each** school district

Row 1: Enrollment/projections Total/% and VE/%

Row 2: Enrollment/projections Total/% and VE/%

Row 3: Enrollment/projections Total/% and VE/%

Rows 2 & 3: sum of percentages equals 100%

Rows 2 & 3: sum of enrollment equals Row 1

Row 4: Enrollment/projections Total/% and VE/%

Row 5: Enrollment/projections Total/% and VE/%

Row 6: Enrollment/projections Total/% and VE/%

Row 7: Enrollment/projections Total/% and VE/%

Row 8: Enrollment/projections Total/% and VE/%

Rows 4-8: sum of percentages equals 100%

Rows 4-8: sum of enrollment equals Row 1

Row 9: Enrollment/projections Total/% and VE/%

Row 10: Enrollment/projections Total/% and VE/%

Row 11: Enrollment/projections Total/% and VE/%

Row 12: Enrollment/projections Total/% and VE/%

Row 13: Enrollment/projections Total/% and VE/%

Row 14: Enrollment/projections VE/%

Comments

II.C—Vocational and Technical Education Program Description***II.C.1***

Mission and/or philosophy with insight into the overall purpose and direction of vocational and technical education and it's relationship to the school district(s) overall educational philosophy

Philosophy emphasizes student needs and outcomes

	STATUS OF CARL PERKINS APPLICATION	
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Comments

II.C.2

For each program area, description addresses the following elements:

Articulation efforts between secondary and post secondary programs (combine information for consortiums, if appropriate);

Examples of model integrated academic and occupational curriculum (no more than one per vocational discipline);

Types of work-based learning programs provided within the district/consortium;

Examples of vocational student organization activities that are integrated into the curriculum (no more than one per vocational discipline); and

Examples of model courses that extend vocational and technical offerings through distance learning

Comments

II.C.3

For each program area, description addresses the following elements:

School district policy on adoption of state academic content standards in math, science, social studies, English, and influence of these standards on vocational and technical education course sequencing

How the state vocational standards have been integrated into existing courses;

Work-based learning courses that support integrated employability skills (SCANS) and industry-based skill standards;

Student services and career guidance as described in the Education for Employment Standard and the Wisconsin Developmental Guidance Model.

Assessment of student progress in vocational and technical education

Professional development plan for vocational and technical, academic, guidance, and administrative personnel

Comments

II.C.4

Current plans of vocational and technical education programs are of sufficient size and depth as to significantly improve the overall quality of education offered by the school district(s)

Description of how district/consortium determines program improvement priorities

Description of how parents, students, teachers, representatives of business and industry/labor organizations/ special populations/other interested individuals are involved in the development and implementation of vocational and technical education programs

Comments

II.C.5

Description of how the district/consortium evaluates programs to measure progress based on student outcomes

Evaluation standards and criteria used to determine student needs and priorities

Description of how needs were met

Description of how parents, students, teachers, representatives of business and industry/labor organizations/ special populations/other interested individuals are involved in the evaluation of vocational and technical education programs

At a minimum, *CPA Core Indicators and Wisconsin's State Initiatives must be addressed*

STATUS OF CARL PERKINS APPLICATION	
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Comments

II.C.6

Description of how district/consortium provides students with experience in and understanding of all aspects of the industry as defined with the following elements:

Related academic competencies, industry standards and employability skills;

Principles which underlie technology, and principles of planning, management and finance; and

Labor, community health, safety, and environmental issues.

Comments

II.D—Vocational and Technical Student Services

II.D.1

Description of **how** the district/consortium's nondiscrimination policies and procedures are currently implemented, who is responsible, and how often these are evaluated for effectiveness

Comments

II.D.2

Summary of **strategies** currently being implemented **which go beyond what is done for non-special populations students** to reduce barriers and improve **access** to vocational and technical education; such as, specific outreach, recruitment, retention, and other strategies that have been tried, some of which may be targeted to a particular subgroup of special populations

Identification of the **services** that are currently provided which **go beyond what is done for non-special needs students** to ensure **successful completion** of vocational and technical education program such as targeted career exploration experiences, counseling, child care, support groups, mentoring, English language acquisition classes, class size modifications, etc.

Services were changed in order to address non-compliance with *State Initiative W1*, Special Populations

Comments

II.D.3

Identification of specific marketing, assessment, and intervention strategies that are being used to achieve higher nontraditional enrollment and retention rates such as specific targeted career exploration, outreach and retention strategies, curriculum and instructional strategies, class size modifications, counseling, mentoring, support groups, etc.

Services were changed in order to address non-compliance with *State Initiative W2*

TACKLE Box Project will be considered as a strategy to assist schools district's compliance with *State Initiative W2*, *Gender Participation in Secondary Vocational Programs*

Comments

II.E—Coordinating Vocational and Technical Education with Other Relevant Groups/Programs

II.E.1

Description/summarization of graduate **and** employer follow-up findings regarding:

Workplace readiness skills,

Academic skills, and

STATUS OF CARL PERKINS APPLICATION

The overall quality of vocational and technical preparation.

Comments

II.E.2

Description of the ways in which the district/consortium cooperates with local economic development groups, Tech Prep consortia, community-based organizations, PIC, Job Centers, CESAs, and post-secondary institutions (particularly those who are members of special populations)

Types of agreements and outcomes expected by the students (measures)

Comments

IV. Local Project Plan for Use of CPA Funds—10% State Reserve

IV.A—Local Project Description

Description of new/existing certificated industry based occupational training program(s):

Intent of the *Local Project Plan for Use of CPA Funds* including a statement of purpose

Local Project Plan for Use of CPA Funds in relation to national, state, and local goals including if it is part of a much larger project in which the school district/consortium is involved

Consistent with the purpose of the act

Way(s) in which program(s) receiving funds under the *Local Project Plan for Use of CPA Funds* will improve the academic and technical skills of students

What parents, students, teachers, and representatives of business and industry/labor organizations/special populations suggested

Strategies to be implemented in order to bring the school district/consortium into compliance with *Wisconsin's Core Indicators and State Initiatives (2002 District Profile)* if applicable, and

Findings of the 2004-2005 *Local Profile (Section II, 2004-2005 Carl Perkins Basic Grant Application—10% State Reserve (Different Configuration Than Formula Allocation Consortium))*

Comments

**Points Awarded
(max. 20)**

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IV.A.1—Project Description

Description of the certificated program(s)

Comments

**Points Awarded
(max. 10)**

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IV.A.2—Plan for Local Sustainability

Description and plan of how the certificated program(s) will be funded in subsequent years including dollar amounts

Comments

**Points Awarded
(max. 10)**

--	--

IV.A.3—Plan for Local Advisory Council Input

Composition of the local advisory council, how often the council meets, and the process used to provide input into the development/implementation of certificated program(s)

	STATUS OF CARL PERKINS APPLICATION	
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Comments

Points Awarded (max. 10)			<i>IV.A.4—Student Training in Workplace Ethics Including Diversity and Harassment</i>
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Description of student training on workplace ethics, including diversity and harassment

Comments

IV.A.5—Increased Student Participation,

Increased Participation of Special Populations, Increased Gender Participation in Nontraditional Occupations

Points Awarded (max. 10)			<i>a. Universe</i>
-------------------------------------	--	--	---------------------------

Actual 2003/2004 number of students in this certificated program

Projected 2004/2005 number of students in this certificated program

Comments

Points Awarded (max. 10)			<i>b. Special Populations</i>
-------------------------------------	--	--	--------------------------------------

Actual 2003/2004 number of students in this certificated program

Projected 2004/2005 number of students in this certificated program

Comments

Points Awarded (max. 10)			<i>c. Gender Participation in Nontraditional Occupations</i>
-------------------------------------	--	--	---

Actual 2003/2004 number of students in this certificated program

Projected 2004/2005 number of students in this certificated program

Comments

Points Awarded (max. 10)			<i>IV.A.6—Increased Number of Students Earning Post-secondary Credit through this Certificated Program</i>
-------------------------------------	--	--	---

Actual 2003/2004 number of students in this certificated program

Projected 2004/2005 number of students in this certificated program

Comments

IV.B—Certification of Teacher Involvement

Teacher(s) Involved in the development of the 2004-2005 Carl Perkins Basic Grant Application—10% State Reserve

School district of employment

Certification of each teacher

Signature and date in blue ink of **one** of the teachers involved in the development of the application

Two (2) signature pages **mailed** to Marilyn Bachim

	STATUS OF CARL PERKINS APPLICATION	
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Comments

IV.C—Local Project Plan

Goal

Realistic and describes the desired broad outcome in clear and succinct language (**objectives are measurable goals are not!**)

Logically related to the identified need

Overall outcome, not just one step necessary to achieve a given broad outcome

Reflects intent of the law; consistent with the district/consortium's *Local Profile* and identified needs

Comments

Activity

Chronological list of activities that will assist in reaching the *Goal*

Comments

Date

Date of each *Activity* (must be within grant period; i.e., July 1, 2004, through June 30, 2005)

Comments

Project Evaluation Plan

Project Evaluation Plan measures progress based on *CPA Core Indicators* and serves as a catalyst for developing improvement plans in the following years

Comments

Title or Position of Coordinator

Position/title of individual responsible for coordinating each *Activity*

Comments

Budgeted \$\$

Local—amount to be paid for each *Activity* with local funds **or 0**

CPA 10% Reserve—amount to be paid for each *Activity* with federal CPA funds **or 0**

Comments

Administrative Expenses

Local—total to be paid with local funds **or 0**

CPA 10% Reserve—total to be paid with federal CPA funds **or 0**

CPA 10% Reserve—amount is within the 5% cap

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Comments

Total

Local—total amount to be paid with local funds **or** 0

CPA 10% Reserve amount **equals** the corresponding *Section VII*, i.e., the amount requested for the application

Comments

V. Program Evaluation and Improvement

Complete one chart for each participating school district.

Comments

V.A—School District

School district participating in the *2004-2005 Carl Perkins Basic Grant Application*

Comments

V.B—Compliance with CPA Core Indicators

Using the coding on the FY '02 *District Profile*, indicate the school district's compliance/noncompliance with each of the *CPA Core Indicators*

Comments

V.C—Local Improvement Plan (LIP)

Number/letter of *CPA Core Indicator* for which school district is in noncompliance

Comments

V.D—Compliance with State Initiatives

Using the coding on the FY '02 *District Profile*, indicate the school district's compliance/noncompliance with each of the *State Initiatives*

Comments

V.E—Local Improvement Plan (LIP)

Number/letter of *State Initiative* for which school district is in non-compliance

Comments

STATUS OF CARL PERKINS APPLICATION	
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VI. Consortium Contracting

VI.A—CESA Services Agreement

Original of signed contract for **one** participating school district as part of the *2004-2005 Carl Perkins Basic Grant Application—10% State Reserve (Different Configuration Than Formula Allocation Consortium)*

Name of the CESA that will act as fiscal agent for the *2004-2005 Carl Perkins Basic Grant Application—10% State Reserve (Different Configuration Than Formula Allocation Consortium)*

Name of all school districts contracting with the CESA as part of the *2004-2005 Carl Perkins Basic Grant Application—10% State Reserve (Different Configuration Than Formula Allocation Consortium)*

Length of the contract and corresponding school year(s)

Name of the school district contracting with CESA for services

Signature in blue ink of district administrator of the school district contracting with the CESA for the *2004-2005 Carl Perkins Basic Grant Application—10% State Reserve (Different Configuration Than Formula Allocation Consortium)*

Signature in blue ink of board president of the school district contracting with the CESA as part of the *2004-2005 Carl Perkins Basic Grant Application—10% State Reserve (Different Configuration Than Formula Allocation Consortium)*

Signature in blue ink of board clerk of the school district contracting with the CESA as part of the *2004-2005 Carl Perkins Basic Grant Application—10% State Reserve (Different Configuration Than Formula Allocation Consortium)*

Response to *CESA Name* from above, i.e., the name of the CESA that will act as fiscal agent for the *2004-2005 Carl Perkins Basic Grant Application—10% State Reserve (Different Configuration Than Formula Allocation Consortium)*

Signature in blue ink of representative of the respective CESA Board of Control

Signature in blue ink of administrator of the CESA that is acting as the fiscal agent for the *2004-2005 Carl Perkins Basic Grant Application—10% State Reserve (Different Configuration Than Formula Allocation Consortium)*

Signature in blue ink of person who is employed as a Local Vocational Education Coordinator by the CESA for the *2004-2005 Carl Perkins Basic Grant Application—10% State Reserve (Different Configuration Than Formula Allocation Consortium)*

Comments

VI.B—66.30 Agreement

Original of signed contract for **one** participating school district as part of the *2004-2005 Carl Perkins Basic Grant Application—10% State Reserve (Different Configuration Than Formula Allocation Consortium)*

Name of the school district that will act as fiscal agent for the *2004-2005 Carl Perkins Basic Grant Application—10% State Reserve (Different Configuration Than Formula Allocation Consortium)*

Name of all school districts contracting with this school district as part of the *2004-2005 Carl Perkins Basic Grant Application—10% State Reserve (Different Configuration Than Formula Allocation Consortium)*

Response to *Name of School District* from above; i.e., the fiscal agent of the *2004-2005 Carl Perkins Basic Grant Application—10% State Reserve (Different Configuration Than Formula Allocation Consortium)*

Length of the contract and corresponding school year(s)

Name of school district contracting with the fiscal agent for 66.30 services

Signature in blue ink of district administrator of the school district contracting with the fiscal agent for the *2004-2005 Carl Perkins Basic Grant Application—10% State Reserve (Different Configuration Than Formula Allocation Consortium)*

Signature in blue ink of board president of the school district contracting with the fiscal agent as part of the *2004-2005 Carl Perkins Basic Grant Application—10% State Reserve (Different Configuration Than Formula Allocation Consortium)*

Signature in blue ink of board clerk of the school district contracting with the fiscal agent as part of the *2004-2005 Carl Perkins Basic Grant Application—10% State Reserve (Different Configuration Than Formula Allocation Consortium)*

Name of the School District, i.e., the fiscal agent of the *2004-2005 Carl Perkins Basic Grant Application—10% State Reserve (Different Configuration Than Formula Allocation Consortium)*

	STATUS OF CARL PERKINS APPLICATION	
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Signature in blue ink of administrator of the school district that is acting as the fiscal agent for the *2004-2005 Carl Perkins Basic Grant Application—10% State Reserve (Different Configuration Than Formula Allocation Consortium)*

Signature in blue ink of person who is employed as a Local Vocational Education Coordinator by the fiscal agent for the *2004-2005 Carl Perkins Basic Grant Application—10% State Reserve (Different Configuration Than Formula Allocation Consortium)*

Comments

PI-1303-A, Section VII—Vocational Education Financial Plan		
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Points Awarded (max. 10)		
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Name of the school district or CESA that will act as the fiscal agent of the *2004-2005 Carl Perkins Basic Grant Application—10% State Reserve (Different Configuration Than Formula Allocation Consortium)*

Local Project Plan Title as identified in *Section III.A* of the *2004-2005 Carl Perkins Basic Grant Application—10% State Reserve (Different Configuration Than Formula Allocation Consortium)*

Comments

VII.A—Budget Summary

Equals the corresponding PI-1303-C, *Section IV.C* and PI-1303-A, *Section III.D*; i.e., the amount requested for the application

Supervision and coordination budget no more than 5% of the total budget

Comments

VII.B—Budget Detail

Name of the school district or CESA that will act as the fiscal agent of the *2004-2005 Carl Perkins Basic Grant Application—10% State Reserve (Different Configuration Than Formula Allocation Consortium)*

Local Project Plan Title as identified in *Section III.A* of the *2004-2005 Carl Perkins Basic Grant Application*

Purchased Service Object

Purchased Service supports the goal(s) identified in the *Local Project Plan*

Purchased Service is payment for services rendered by personnel who are not on the payroll of the district or which the district obtains from private or public agencies (i.e., CESAs) and employee travel is a purchased service and includes transportation costs, meals and lodging

Item Name

Date(s) Service To Be Provided

Unit Cost

Quantity

Function Code

Comments

Capital Object

Capital object(s) support the goal(s) of the *Local Project Plan*

Item Name

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Unit Cost
Quantity
Function Code

Comments

Non-Capital Object

Non-capital object(s) support the goal(s) of the Local Project Plan

Item Name
Unit Cost
Quantity
Function Code

Comments

VII.B—Budget Detail (cont.)

Name of the school district or CESA that will act as the fiscal agent of the 2004-2005 Carl Perkins Basic Grant Application—10% State Reserve (Different Configuration Than Formula Allocation Consortium)

Local Project Plan Title as identified in Section III.A of the 2004-2005 Carl Perkins Basic Grant Application—10% State Reserve (Different Configuration Than Formula Allocation Consortium)

Personnel Summary Object—Salary

Personnel cost supports the goal(s) of the Local Project Plan

Funded positions are for the purpose of supplementing the vocational and technical education program—not supplanting existing funding of positions

Name of the employee of the school district/CESA to be paid from CPA money

Position Title
FTE (Full-time Equivalency)
Date(s) Service to be Provided
Total Cost
Function Code

Comments

Personnel Summary Object—Fringes

Personnel cost supports the goal(s) of the Local Project Plan

Funded positions are for the purpose of supplementing the vocational and technical education program—not supplanting existing funding of positions

Name of the employee of the school district/CESA to be paid from CPA money

Position Title
FTE (Full-time Equivalency)
Date(s) Service to be Provided
Total Cost
Function Code

Comments

Design of the Carl Perkins Basic Grant Application—Budget/Budget Modification (PI-1303-A, Rev. 12-03)

The template has a new look! The budget and budget modification form have been combined. All applicants are required to use this form when submitting 2004-05 Carl Perkins applications to DPI by March 1, 2004.

Budget modifications can be submitted anytime between the original application submittal to the Department of Public Instruction but not later than April 15, 2005.

All budget/budget modifications must be e-mailed to: marilyn.bachim@dpi.state.wi.us

Directions

A template is available on the DPI website at the following address:

<http://www.dpi.state.wi.us/dpi/dlsis/let/doc/1303a.doc>

The template includes the following sections:

- Section I** **Administrative Provisions**
- Section II** **Budget Modification**
- Section III.D** **Summary of Use of Funds**
- Section VII** **Summary and detail pages of the *Vocational Education Financial Plan*.**

Please note: financial changes **between** object classifications (*Purchased Services, Capital Objects, Non-Capital Objects, and Personnel Summary*) which **exceed** 10% require prior approval (10% Rule).

Cell-by-Cell Template Directions

Type of Request *Check Only One*

Original Budget

Check this box if the budget corresponds to the initial application submitted by the applicant.

Budget Modification

Check this box if the budget is a change from the initial application.

Section I—Administrative Provisions

Fiscal Agent

Enter the name of the school district or CESA that will act as the *fiscal agent* of the 2004-2005 Carl Perkins Basic Grant Application.

Local Project Plan Title

Enter the *Local Project Plan Title* as identified in *Section III or IV* of the 2004-2005 Carl Perkins Basic Grant Application.

Funding Source Check One

A **separate** budget must be completed per the following *Funding Source*:

Title I, Part B—State Provisions *State Institutions*

If the budget is for a *State Institution* application, check here and skip to *Section VII.B—Budget Detail*.

Title I, Part C—Local Provisions *Formula Allocation*

If the budget is for a *Formula Allocation* application, check here and skip to *Section VII.B—Budget Detail*.

Title I, Part C—Local Provisions *10% State Reserve***A & NR**

Check if *10% State Reserve* budget is for an industry based occupational training certificated program(s) in Agriculture and Natural Resources Education. Examples of these programs are as follows: Agriculture Employability Skills programs especially those which include Supervised Agriculture Education (SAE) and traditional co-ops, Certified Skills Co-op—Plant Science, Certified Skills Co-op—Animal Science, Youth Apprenticeship—Production Agriculture and Biotechnology.

BIT

Check if *10% State Reserve* budget is for an industry based occupational training certificated program(s) in Business and Information Technology Education. Examples of these programs are as follows: Certified Co-op—Business, CISCO, Microsoft Certification (MOUS, A+, CNA), Youth Apprenticeship—Business, Business Ed Employability Skills program including traditional co-ops.

FCE

Check if *10% State Reserve* budget is for an industry based occupational training certificated program(s) in Family and Consumer Education. Examples of these programs are as follows: Certified Skills Co-op—Food Service, Certified Skills Co-op—Child Services, Certified Skills Co-op—Family and Community Services, Child Care Teacher (CCT), Assistant Child Care Teacher (ACCT), and Youth Leadership Skill Standards.

HSEO

Check if *10% State Reserve* budget is for an industry based occupational training certificated program(s) in Health Sciences Occupations Education. Examples of these programs are as follows: Youth Apprenticeship—Health, Certified Nursing Assistant (CNA), Health Occupations Education Employability Skills program including traditional co-ops.

ME

Check if *10% State Reserve* budget is for an industry based occupational training certificated program(s) in Marketing Education. Examples of these programs are as follows: Certified Skills Co-op—Marketing, Certified Skills Co-op—Executive Leadership, Certified Skills Co-op—Retail Marketing, Certified Skills Co-op—Entrepreneurship, Certified Skills Co-op—Customer Service and Sales, Certified Skills Co-op—E-Commerce, Certified Skills Co-op—Sports and Entertainment Marketing, DECA Leadership Credential, School-Based Enterprise Certificate Program—Gold Level, Marketing Education Employability Skills program including traditional co-ops.

T & EE

Check if *10% State Reserve* budget is for an industry based occupational training certificated program(s) in Technology and Engineering Education. Examples of these programs are as follows: Pre-Engineering, Project Lead the Way, AutoCAD, Biotechnology Industry Knowledge, Aerospace Knowledge, and Manufacturing Industry Knowledge.

Other Certificated Industry Based Occupational Training Program(s)

MULTI

A program in which a) teachers from more than one vocational discipline work together to implement one program **or** b) teachers from one or more vocational discipline **and** one or more non-vocational discipline work together to implement one program **or**

WISCONSIN EMPLOYABILITY SKILLS (GENERAL WORK EXPERIENCE)

Wisconsin Employability Skills Certificate Program which is or has been developed from a **general** work experience program. (Please note: *Wisconsin Employability Skills Certificate Programs* that are developed from a vocational program **do not** qualify for this funding source. These requests must be funded from the remaining funding sources identified above.)

For DPI Use **Project No.**

State staff during the review of a 2004-2005 *Carl Perkins Basic Grant Application* completes the project number. Do not complete.

Section II—Budget Modification

Enter the rationale for the change; i.e., what is not going to be done and why. In addition, enter what is now going to be done and why.

Fiscal Agent

The computer will “populate” with information from page 1 of the template. Do not complete.

Local Project Plan Title

The computer will “populate” with information from page 1 of the template. Do not complete.

Section III.D—Summary of Use of CPA Funds

Enter the grant period; i. e., '05.

Enter the budgeted amount for each required and permissible use of funds. Remember to tab rather than “mouse.” This allows the computer to calculate a total.

Section VII—Vocational Education Financial Plan

The *Vocational Education Financial Plan* has two sections. *Section VII.A* is a *Budget Summary* for the *Local Project Plan*. *Section VII.B* is a *Budget Detail* that supports the *Budget Summary*.

The *Budget Summary* is broken down into three areas:

- **Supervision & Coordination** 223 000 series includes those administrative expenses related to an LVEC position (not to exceed 5% of the total grant).
- **Instruction** 130 000 series includes the instructional activities dealing directly with the interactions between staff and students.
- **Support Services** 200 000 series are services that provide technical and logistical support to facilitate and enhance instruction.

The *Budget Detail* is broken down into four areas:

- **Purchased Service Object** includes payments for services rendered by personnel who are not on the payroll of the school district or which the school district obtains from private or public agencies (i.e., CESA). Employee travel is a *Purchased Service* and includes transportation costs, meals and lodging. While a product may not result from the transaction, the primary reason for the purchase is the services provided.

- **Capital Object** is an item exceeding \$5,000 (federal definition). If a school district/consortium would like to identify an item at less than \$5,000 as a *Capital Object*, state auditors will not question such action.
- **Non-Capital Object** is considered mostly to be supplies, instructional materials, resources, and books.
- **Personnel Summary Object** includes the name and position of each person **employed by the fiscal agent** of the *2004-2005 Carl Perkins Basic Grant Application*. These funded positions are for the purpose of supplementing the vocational and technical education program—not to supplant existing local funding of positions.

The items listed on the *Budget Detail* pages should support and further explain the items listed on the *Budget Summary*. The items on the *Budget Detail* pages should provide **specific** information regarding the expenditure.

When determining items to be funded, bear in mind that the intent of the Act is the **improvement** of vocational and technical education as measured in terms of student outcomes. Expenditure of funds should be used to achieve that end. **Supplanting is prohibited.**

Please remember to tab (not mouse); this will ensure that the programmed calculations will work! Complete all columns of the *Budget Detail* as specifically as possible. **All budgets should be shared/reviewed with the fiscal agent’s business manager/bookkeeper PRIOR to submission of application to DPI.**

Fiscal Agent

The computer will “populate” with information from page 1 of the template. Do not complete.

Local Project Plan Title

The computer will “populate” with information from page 1 of the template. Do not complete.

VII.A—Budget Summary

Original Budget—Amount Requested

The computer will “populate” with information from the budget detail of the template. Do not complete.

For DPI Use Amount Approved

State staff during review of the *2004-2005 Carl Perkins Basic Grant Application* completes this column. Do not complete.

DPI Approval Signature and Date Signed

State staff during review of the *2004-2005 Carl Perkins Basic Grant Application* completes this row. Do not complete.

VII.B—Budget Detail

Fiscal Agent

The computer will “populate” with information from page 1 of the template. Do not complete.

Local Project Plan Title

The computer will “populate” with information from page 1 of the template. Do not complete.

Purchased Service Object

A *Purchased Service* must clearly support the goal(s) identified in the *Local Project Plan*.

A *Purchased Service* is a payment for services rendered by personnel who are **not** on the payroll of the school district or for services which the school district obtains from private or public agencies (i.e., CESA). Employee travel is a *Purchased Service* and includes transportation costs, meals and lodging.

Specify the *Item Name*, *Date(s) Service To Be Provided*, *Unit Cost*, *Quantity*, *Total Cost*, and corresponding *Function Code*.

Capital Object

Capital Objects purchased must clearly support the goals of the Local Project Plan.

Specify the *Item Name*, *Unit Cost*, *Quantity*, *Total Cost*, and corresponding *Function Code*.

Non-Capital Object

A Non-Capital Object purchased must clearly support the goal(s) identified in the Local Project Plan.

Specify the *Item Name*, *Unit Cost*, *Quantity*, *Total Cost*, and corresponding *Function Code*.

Fiscal Agent

The computer will “populate” with information from page 1 of the template. Do not complete.

Local Project Plan Title

The computer will “populate” with information from page 1 of the template. Do not complete.

Personnel Summary Object—Salary

List all employees of the fiscal agent to be paid from CPA funds. If a vacancy exists which will be filled indicate “Vacant.”

Personnel costs must clearly be supported in the goal(s) identified in the Local Project Plan.

These funded positions are for the purpose of supplementing the vocational and technical education program—not to supplant existing funding of positions.

Specify the Name of the employee of the school district/CESA to be paid from CPA moneys and corresponding Position Title, FTE (Full Time Equivalency), Date(s) Service to be Provided, and Total Cost.

Enter corresponding Function Code of each employee to be funded.

Fiscal Agent

The computer will “populate” with information from page 1 of the template. Do not complete.

Local Project Plan Title

The computer will “populate” with information from page 1 of the template. Do not complete.

Personnel Summary Object—Fringes

List all employees of the fiscal agent to be paid from CPA funds. If a vacancy exists which will be filled indicate “Vacant.”

Personnel costs must clearly be supported in the goal(s) identified in the Local Project Plan.

These funded positions are for the purpose of supplementing the vocational and technical education program—not to supplant existing funding of positions.

Specify the Name of the employee of the school district/CESA to be paid from CPA moneys and corresponding Position Title, FTE (Full Time Equivalency), Date(s) Service to be Provided, and Total Cost.

Enter corresponding Function Code of each employee to be funded.



Collection of this information is a requirement of PL 105-332.

Check Only One:

☐ Original Budget ☐ Budget Modification

SECTION I—ADMINISTRATIVE PROVISIONS

Fiscal Agent

Local Project Plan Title

Funding Source Applicant can check only one of the following 10 checkboxes.

☐ Title I, Part B, State Provisions State Institutions

☐ Title I, Part C, Local Provisions Formula Allocation

Title I, Part C, Local Provisions 10% State Reserve

☐ A & NR

☐ BIT

☐ FCE

☐ HSOE

☐ ME

☐ T & EE

Other certificated industry based occupational training program(s)

☐ Multi

☐ Wisconsin Employability Skills (General Work Experience)

For DPI Use Project No.

SECTION II—BUDGET MODIFICATION

Complete this section if applicant is requesting a change to the original budget.

Written rationale for change:

What is not going to be done and why *Limit response to space provided.*

What is now going to be done and why *Limit response to space provided.*

**SECTION III—LOCAL PROJECT PLAN FOR USE OF CPA FUNDS
STATE INSTITUTIONS AND FORMULA ALLOCATION (cont.)**

Fiscal Agent		Local Project Plan Title
Summarize costs of Local Project Plan by the following use of funds:		
Required Uses of Funds		Federal Amount Budgeted FY
Integrate academic, vocational and technical components		
Provide students with strong experience in and understanding of all aspects of an industry		
Develop, improve, or expand the use of technology in vocational and technical education		
Provide professional development programs to teachers, counselors, and administrators		
Develop and implement evaluations which assess the needs of special populations		
Initiate, improve, expand, and modernize quality vocational and technical education programs		
Provide services and activities that are of sufficient size, scope and quality to be effective		
Link secondary and post secondary vocational education programs		
<i>Permissible Uses of Funds</i>		
Involve parents, businesses, and labor organizations in the design, implementation, and evaluation of programs		
Provide career guidance and academic counseling for students		
Provide work-related experience, i.e., internships, co-op education, school-based enterprises, entrepreneurship, etc.		
Provide programs for special populations		
Local education and business partnerships		
Assist vocational and technical student organizations		
Provide mentoring and support services		
Leasing, purchasing, upgrading or adapting equipment, including instructional aides		
Provide teacher preparation programs		
Improving or developing new vocational and technical education courses		
Provide support for family and consumer sciences programs		
Provide vocational and technical education programs for adults and school dropouts		
Provide assistance to students in finding an appropriate job and continuing their education		
Support nontraditional training and employment activities		
Support other activities that are consistent with the purpose of this Act		
Administrative Funds*		
Total Requested for Application		\$0

*No more than 5 percent can be used for administrative costs.

SECTION VII—VOCATIONAL EDUCATION FINANCIAL PLAN

Fiscal Agent

Local Project Plan Title

VII.A—BUDGET SUMMARY

Function	Object	Amount Requested	For DPI Use Amount Approved
Supervision and Coordination 223 000 Series	Salary		
	Fringe		
	Purchased Service		
	Capital Object		
	Non-Capital Object		
	TOTAL Administration	\$0	
Instruction 130 000 Series	Salary		
	Fringe		
	Purchased Service		
	Capital Object		
	Non-Capital Object		
	TOTAL Instruction	\$0	
Other Support Services 200 000 Series	Salary		
	Fringe		
	Purchased Service		
	Capital Object		
	Non-Capital Object		
	TOTAL Support Services	\$0	
Total Budget		\$0	
DPI Approval Signature			Date Signed

SECTION VII—VOCATIONAL EDUCATION FINANCIAL PLAN (cont.)

Fiscal Agent

Local Project Plan Title

VII.B—Budget Detail
Purchased Service Object

Item Name	Date(s) Service to be Provided	Unit Cost	Quantity	Total Cost	Function Code
				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
			Total ➤	\$0.00	

Capital Object

Item Name	Unit Cost	Quantity	Total Cost	Function Code
			\$0.00	
			\$0.00	
			\$0.00	
			\$0.00	
			\$0.00	
			\$0.00	
			\$0.00	
			\$0.00	
		Total ➤	\$0.00	

Non-Capital Object

Item Name	Unit Cost	Quantity	Total Cost	Function Code
			\$0.00	
			\$0.00	
			\$0.00	
			\$0.00	
			\$0.00	
			\$0.00	
			\$0.00	
		Total ➤	\$0.00	

SECTION VII—VOCATIONAL EDUCATION FINANCIAL PLAN (cont.)		
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Fiscal Agent

Local Project Plan Title

VII.B—Budget Detail (cont.)

Personnel Summary Object—Salary

List all personnel of the fiscal agent to be paid from CPA funds. If a vacancy exists which will be filled indicate "Vacant."

Name	Position Title	FTE	Date(s) Service to be Provided	Total Cost	Function Code
			Total ➤	\$0.00	

Fiscal Agent	Local Project Plan Title
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Personnel Summary Object—Fringe

Name	Position Title	FTE	Date(s) Service to be Provided	Total Cost	Function Code
			Total ➤	\$0.00	

Design of the Program Fiscal Report (PI-1086, Rev. 6/02)

This form is commonly referred to as the claim form. Grantees are required to use this form to report local expenditures for reimbursement. This applies to all three types of application forms; i.e., PI-1303, PI-1303-B, and PI-1303-C.

Recipients are encouraged to use the excel version of this form and mail to

**Wisconsin Department of Public Instruction
School Management Services Team
Federal Aids and Audit Section
P.O. Box 7841
Madison, WI 53707-7841**

A PDF file of this form is also on the DPI webpage at www.dpi.state.wi.us

Directions

Cell-by-Cell Template Directions

Report for Period Ending

Record the month and year through which this report is completed.

Program

Specify the federal or state grant program; i.e., Carl Perkins, Chapter 1, Alcohol and Other Drug Abuse.

Project Beginning Date

Report the DPI approved beginning date. Funds may not be expended or obligated prior to this date.

Project Ending Date

As stated in your approved contract.

Account Code

List all account codes as used in your approved project budget.

Account Name

Report the name of the account corresponding to the account code.

Approved Budget

Enter the amounts approved for each account as stated in your contract.

Unliquidated Encumbrances

Report unpaid obligations (i.e., payables, open purchase orders, personal service contracts, etc.)

Encumbrances should be liquidated on the final report.

Total Disbursements to Date

Report the cumulative amount of project payments as recorded on your general ledger. (Do not include payables.)

Unencumbered Balance

Report the amount of funds that have neither been obligated nor disbursed.

Cash Summary

Total funds received minus total disbursements to date equals cash on hand at the end of period. Cash on hand at end of period often is a negative figure.

Amount Requested

If an advance is requested, the amount may not exceed a 30-day cash supply.

Grantees are encouraged to use the excel format of this report.

**D
P
I**

Wisconsin Department of Public Instruction
PROGRAM FISCAL REPORT
 PI-1086 (Rev. 06-02)

Mail to:

**WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
 SCHOOL MANAGEMENT SERVICES TEAM
 FEDERAL AIDS AND AUDIT SECTION
 P.O. BOX 7841
 MADISON, WI 53707-7841
 Fax Number: (608) 267-9207**

District Number		District/Agency Legal Name		Report Period Ending Date	Program <i>Specify</i>	
Project Grant Number		Project Name		Project Beginning Date	Project Ending Date	
Name of Person Preparing this Report			Telephone <i>Area/No.</i>	E-mail address		
Account Code (Fund-Object-Function-Project)	Account Name	Approved Budget	Unliquidated Encumbrances (Payables)	Total Disbursements	Unencumbered Balance	
					0.00	
					0.00	
					0.00	
					0.00	
					0.00	
					0.00	
					0.00	
					0.00	
					0.00	
					0.00	
					0.00	
					0.00	
					0.00	
					0.00	
					0.00	
					0.00	
TOTALS		\$ -	\$ -	\$ -	\$ -	
Cash Summary				AMOUNT REQUESTED	FOR DPI USE ONLY AMOUNT APPROVED	
Funds Rec'd to Date	Disbursements to Date	Cash Balance	Type of Report (<i>Check Appropriate box(es)</i>)			
	\$ -	\$ -	<input type="checkbox"/> Advance <input type="checkbox"/> Final Claim <input type="checkbox"/> Partial Claim <input type="checkbox"/> Encumbrance			
CERTIFICATION I CERTIFY that all revenue and disbursements reported herein are properly substantiated and reconciled with the financial transactions of this District's/Agency's general ledger, and have not been claimed under any other state or federal program						
Signature of District/Agency Administrator				Date		

2004-2005 Carl Perkins Application/ Monitoring/Fiscal Due Dates

Chapter 6 identifies the 2004-2005 Carl Perkins Application/Monitoring/Fiscal Due Dates. **Failure to meet these deadlines jeopardizes the eligibility of the fiscal agent to receive grant moneys.**

Title	Form No.	Date Due
Budget/Budget Modification	PI-1303-A (Rev. 12/03)	Budget—March 1, 2004 Modification—April 15, 2005
Carl Perkins Basic Grant Application	PI-1303 (Rev. 12/03)	March 1, 2004
Carl Perkins Basic Grant Application—10% State Reserve	PI-1303-B (Rev. 12/03)	March 1, 2004
Carl Perkins Basic Grant Application—10% State Reserve (Different Configuration Than Formula Allocation Consortium)	PI-1303-C (Rev. 12/03)	March 1, 2004
Carl Perkins Basic Grant Application—Change in Information-Directory of Secondary Leaders/Administrators in Vocational Education	PI-1303-D (Rev. 12-03)	Within five days after change has occurred
Status of Carl Perkins Basic Grant Application	PI-1341 (Rev. 12/03)	June 30, 2004
Status of Carl Perkins Basic Grant Application—10% State Reserve	PI-1341-B (Rev. 12/03)	June 30, 2004
Status of Carl Perkins Basic Grant Application—10% State Reserve (Different Configuration Than Formula Allocation Consortium)	PI-1341-C (Rev. 12/03)	June 30, 2004
Monitoring		
Title	Form No.	Date Due
VEERS Composite Enrollment Report	PI-1330R (Rev. 11/00)	July 15, 2004
<i>(diskette submission only)</i>		
Student Completer Graduate Follow-Up Report ('04 Completers)	PI-1335	May 1, 2005
Contact Don Vedder (608) 267-2279 with questions on VEERS		
Carl Perkins 10% State Reserve State Accountability Process		
Mid-Year Report	PI-1304 (Rev. 12/03)	January 15, 2005
Final Report	PI-1304 (Rev. 12/03)	June 15, 2005
Contact appropriate DPI/CTE Liaison with questions on 10% state reserve accountability monitoring visits		
Fiscal		
Title	Form No.	Date Due
Quarterly Claim (<i>July 1, 2004-September 30, 2004</i>)	PI-1086 (Rev. 6/02)	October 31, 2004
Quarterly Claim (<i>October 1, 2004-December 31, 2004</i>)	PI-1086 (Rev. 6/02)	January 31, 2005
Quarterly Claim (<i>January 1, 2005-March 30, 2005</i>)	PI-1086 (Rev. 6/02)	April 30, 2005
Final Claim (<i>April 1, 2005-June 30, 2005</i>)	PI-1086 (Rev. 6/02)	September 30, 2005

Monitoring

Chapter 7 provides the accountability process for monitoring of 2004-2005 *Carl Perkins 10% State Reserve* grants (PI-1303-B and PI-1303-C).

The DPI/CTE Liaison will meet one-on-one at least once during the grant period with *Fiscal Agent LVEC* and *Teacher Coordinator or Supervising Teacher*. The on-site visit(s) will occur prior to November 15.

Grantees are required to submit a mid-year **and** final report as part of the state accountability process for this funding source. Grantees can download a copy of the reporting form, PI-1304, by clicking on Grants and Funding on the DPI/CTE website <http://www.dpi.state.wi.us/dpi/dlsis/let/index.html> or by requesting an electronic copy of the form via e-mail to marilyn.bachim@dpi.state.wi.us.

The DPI/CTE Liaison will then review the reporting form to determine the status of the grant. Each section of the PI-1304 will be reviewed to determine if the grant is *On Target* or *Needs Review*. A copy of the "reviewed" PI-1304 will be returned to the grantee. The grantee will then need to address all items identified as *Needs Review*.

Directions

A mid-year report is due January 15, 2005. A final report is due June 15, 2005.

1. E-mail completed report to marilyn.bachim@dpi.state.wi.us **and**
2. submit **two** original signature pages to:

Wisconsin Department of Public Instruction
Attn: Marilyn Bachim
Career and Technical Education Team
P.O. Box 7841
Madison, WI 53707-7841

Cell by Cell Template Directions

General Information

Fiscal Agent

Enter the legal name of the institution that received the grant.

LVEC

Enter the full name of the Local Vocational Education Coordinator for the grant.

Project Number

Enter the DPI-assigned number for the grant. (This information is included in the grant award packet.)

Participating Districts

For consortium grants, enter the name of the school district contracting with this school district/CESA as part of the 2004-2005 *Carl Perkins 10% State Reserve Application*.

Type of Certificated Industry Based Occupational Program(s) Check All That Apply

Certified Skills Co-op

Check if the grant is to develop, expand, and/or implement the State Cooperative Education Skill Standards Certificate Program. (DPI issues the certificate.)

Wisconsin Employability Skills

Check if the grant is to develop, expand, and/or implement the Wisconsin Employability Skills Certificate Program. (DPI issues the certificate.)

Youth Apprenticeship

Check if the grant is to develop, expand, and/or implement the state Youth Apprenticeship Program. (GWBLB issues the certificate.)

Other Industry Based Certified

Check if the grant is to develop, expand, and/or implement "other" business and industry certificated programs. (Business/industry issues the certificate.)

Reporting Period Check One

Mid-Year

Check if the report is for grant activity from July 1, 2004 through December 31, 2004.

Final

Check if the report is for grant activity from July 1, 2004 through June 2005.

Monitoring

For DPI Use Monitoring Status

On Target

State staff completes this section during the review of Mid-Year and Final Reports. Do not complete.

Needs Review

State staff completes this section during the review of Mid-Year and Final Reports. Do not complete.

Administrative Provisions

Enrollment

Projected

As identified in the original application, enter projected enrollment of students in certificated program(s) covered by the grant.

Anticipated (1/15)

Enter actual number of students enrolled in certificated program(s) covered by the grant from July 1, 2004 through December 31, 2004.

Final (6/15)

Enter final number of students enrolled in certificated program(s) covered by the grant from July 1, 2004 through June 30, 2005.

Special Pops Enrollment

Projected

As identified in the original application, enter projected enrollment of special populations students in certificated program(s) covered by the grant.

Anticipated (1/15)

Enter actual number of special populations students enrolled in certificated program(s) covered by the grant from July 1, 2004 through December 31, 2004.

Final (6/15)

Enter final number of special populations students enrolled in certificated program(s) covered by the grant from July 1, 2004 through June 30, 2005.

Students Earning Post-secondary Credit

Projected

As identified in the original application, enter projected number of students in certificated program(s) covered by the grant.

Anticipated (1/15)

Enter actual number of students in certificated program(s) covered by the grant from July 1, 2004 through December 31, 2004.

Final (6/15)

Enter final number of students in certificated program(s) covered by the grant from July 1, 2004 through June 30, 2005.

Operational Plan

For each activity identified in *Section IV.C.* of the grant, describe achievement of stated project goal(s).

Sustainability

Describe status of district/consortium budgeting to sustain the certificated program(s) covered by the grant.

Post-Secondary Credit

Describe progress made toward obtaining post-secondary credit in certificated program(s) covered by the grant.

Budget

Describe how implementation of the activities described above has impacted project budgeting; i.e., expenditures are being made in line with grant activities. Describe any needed budget modification.

Workplace Ethics

Describe how workplace ethics including diversity and sexual harassment have been included in certificated program(s) covered by the grant.

Career Plan

Describe how training and work experience in certificated program(s) covered by the grant are connected to a student's career plan. (The career plan is a required component of the Wisconsin Employability Skills Certificate Program.)

Impact of Program

Describe how certificated program(s) covered by the grant impact all partners, personally and professionally. The partnership includes a representative from the following groups: employer or workplace mentor, advisory committee/council, student, principal, Fiscal Agent LVEC, and teacher coordinator or supervising teacher.

Fiscal Agent LVEC Signature and Date Signed

The signature of the Local Vocational Education Coordinator for the grant is required. The name identified as *Fiscal Agent* on page one of the PI-1304 must match the signature in this cell. The date the PI-1304 is signed by the LVEC is also required.

Principal Signature and Date Signed

A signature of the *Principal* for the school district operating certificated program(s) covered by the grant is required. If more than one school district is involved in the grant, only one signature is necessary. The date the PI-1304 is signed by the principal is also required.

Employer or Workplace Mentor Signature and Date Signed

A signature of an *Employer or Workplace Mentor* of the certificated industry based occupational training program(s) covered by the grant is required, if applicable. If more than one *Employer or Workplace Mentor* is involved in the grant, only one signature is necessary. The date the PI-1304 is signed by the *Employer or Workplace Mentor* is also required.

Teacher Coordinator or Supervising Teacher Signature and Date Signed

A signature of the *Teacher Coordinator or Supervising Teacher* involved in the development and/or implementation of the 2004-2005 *Carl Perkins Basic Grant Application* is required. Presumably the *Representative Teacher* who signed the original application would also sign the PI-1304. The date the PI-1304 is signed by the *Teacher Coordinator or Supervising Teacher* is also required.



Wisconsin Department of Public Instruction
**CARL PERKINS 10% STATE RESERVE
STATE ACCOUNTABILITY PROCESS**
Mid-Year and Final Report
PI-1304 (Rev. 12-03)

INSTRUCTIONS: Mid-year report is due **January 15, 2005**, and Final report is due **June 15, 2005**. Via U.S. mail, submit **two (2) original** signature pages to:

**WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
ATTN: MARILYN BACHIM
CAREER AND TECHNICAL EDUCATION TEAM
P. O. BOX 7841
MADISON, WI 53707-7841**

And e-mail report to: marilyn.bachim@dpi.state.wi.us:

Collection of this information is a requirement of PL 105-332.

GENERAL INFORMATION		
Fiscal Agent	LVEC	Project Number

Participating District

Type of Certificated Industry Based Occupational Training Program(s) *Check All That Apply*

- ☐ Certified Skills Co-op ☐ Wisconsin Employability Skills ☐ Youth Apprenticeship
☐ Other Certificated Industry Based Occupational Training Program(s)

Reporting Period *Check One*

- ☐ Mid-Year ☐ Final

MONITORING			
For DPI Use Monitoring Status		Administrative Provisions	
		Enrollment	
<input type="checkbox"/> On Target <input type="checkbox"/> Needs Review		Projected	Anticipated (1/15) Final (6/15)
		Special Pops Enrollment	
<input type="checkbox"/> On Target <input type="checkbox"/> Needs Review		Projected	Anticipated (1/15) Final (6/15)
		Students Earning Post-secondary Credit	
<input type="checkbox"/> On Target <input type="checkbox"/> Needs Review		Projected	Anticipated (1/15) Final (6/15)
<input type="checkbox"/> On Target <input type="checkbox"/> Needs Review	Operational Plan <i>For each activity, describe achievement of stated project goal(s).</i>		

		MONITORING (cont.)	
For DPI Use Monitoring Status		Administrative Provisions	
<input type="checkbox"/> On Target	<input type="checkbox"/> Needs Review	Sustainability <i>Describe status of district/consortium budgeting to sustain the certificated program.</i>	
<input type="checkbox"/> On Target	<input type="checkbox"/> Needs Review	Post-Secondary Credit <i>Describe progress made toward obtaining post-secondary credit in the certificated program.</i>	
<input type="checkbox"/> On Target	<input type="checkbox"/> Needs Review	Budget <i>Describe how implementation of the activities described above has impacted project budgeting, i.e., expenditures are being made in line with project activities. Describe any needed budget modification.</i>	

MONITORING (cont.)			
For DPI Use Monitoring Status		Administrative Provisions	
<input type="checkbox"/> On Target <input type="checkbox"/> Needs Review		Workplace Ethics <i>Describe how workplace ethics including diversity and sexual harassment have been included in the certificated program.</i>	
<input type="checkbox"/> On Target <input type="checkbox"/> Needs Review		Career Plan <i>Describe how training and work experience in the certificated program are connected to a student's career plan.</i>	
<input type="checkbox"/> On Target <input type="checkbox"/> Needs Review		Impact of Program <i>Describe how the certificated program impacts all partners, personally and professionally.</i>	
SIGNATURES			
Fiscal Agent LVEC Signature		Date Signed	Principal Signature
➤			➤
Employer or Workplace Mentor Signature		Date Signed	Teacher Coordinator or Supervising Teacher Signature
➤			➤
For DPI Use DPI/CTE CPA Liaison Signature			For DPI Use Date Reviewed
➤			

Definitions (Section 3)

In this Act:

1. The term "administration," when used with respect to an eligible agency or eligible recipient, means activities necessary for the proper and efficient performance of the eligible agency or eligible recipient's duties under this Act, including supervision, but does not include curriculum development activities, personnel development, or research activities.
2. The term "all aspects of the industry" means strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter.
3. The term "area vocational and technical education school" means:
 4. a specialized public secondary school used exclusively or principally for the provision of vocational and technical education to individuals who are available for study in preparation for entering the labor market;
 5. the department of a public secondary school exclusively or principally used for providing vocational and technical education in not fewer than five different occupational fields to individuals who are available for study in preparation for entering the labor market.
 6. a public or nonprofit technical institution or vocational and technical education school used exclusively or principally for the provision of vocational and technical education to individuals who have completed or left secondary school and who are available for study in preparation for entering the labor market, if the institution or school admits as regular students both individuals who have completed secondary school and individuals who have left secondary school; or
 7. the department or division of an institution of higher education, that operates under the policies of the eligible agency and that provides vocational and technical education in not fewer than five different occupational fields leading to immediate employment but not necessarily leading to a baccalaureate degree, if the department or division admits as regular students both individuals who have completed secondary school and individuals who have left secondary school.
8. The term "career guidance and academic counseling" means providing access to information regarding career awareness and planning with respect to an individual's occupational and academic future that shall involve guidance and counseling with respect to career options, financial aid, and post-secondary options.
9. The term "charter school" has the meaning given the term in section 10306 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8066).
10. The term "coherent sequence of courses" means integrated learning that reflects academic and vocational education. Achievement in skills and knowledge is based on application as well as theory.
11. The term "cooperative education" means a method of instruction of education for individuals who, through written cooperative arrangements between a school and employers, receive instruction, including required academic courses and related vocational and technical education instruction, by alternation of study in school with a job in any occupational field, which alternation shall be planned and supervised by the school and employer so that each contributes to the education and employability of the individual, and may include an arrangement in which work periods and school attendance may be on alternative half days, full days, weeks, or other periods of time in fulfilling the cooperative program.

12. The term **“displaced homemaker”** means an individual who:
- a. (i) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills;
 - (ii) has been dependent on the income of another family member but is no longer supported by that income; or
 - (iii) is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than two years after the date on which the parent applies for assistance under this title; and
 - b. is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.
13. The term **“distance learning”** is not defined by statute and the Department does not expect to issue regulations defining the term. Thus, an eligible agency or other recipient of funds has the flexibility to establish its own reasonable definition of **“distance learning”** that is consistent with the goals and purposes of Perkins III.
14. Section 486(h) of the Higher Education Act, as amended by the Higher Education Act Amendments of 1998 (PL 105-244), defines **“distance education”** as “an educational process that is characterized by the separation, in time or place, between instructor and student. Such term may include courses offered principally through the use of: (1) television, audio, or computer transmission, such as open broadcast, closed circuit, cable, microwave, or satellite transmission; (2) audio or computer conferencing; (3) video cassettes or discs; or (4) correspondence.” The Department considers this to be an appropriate definition for the term **“distance learning”** as it is used in Perkins III.
15. The term **“educational service agency”** has the meaning given the term in section 14101 of the Elementary and Secondary Education Act of 1965.
16. The term **“eligible agency”** means a state board designated or created consistent with state law as the sole state agency responsible for the administration of vocational and technical education or for supervision of the administration of vocational and technical education in the state.
17. The term **“eligible institution”** means:
- a. an institution of higher education;
 - b. a local educational agency providing education at the post-secondary level;
 - c. an area vocational and technical education school providing education at the post-secondary level;
 - d. a post-secondary educational institution controlled by the Bureau of Indian Affairs or operated by or on behalf of any Indian tribe that is eligible to contract with the Secretary of the Interior for the administration of programs under the Indian Self-Determination Act or the Act of April 16, 1934 (48 Statute. 596; 25 U.S.C. 452 et seq.);
 - e. an educational service agency; or
 - f. a consortium of two or more of the entities described in subparagraphs (A) through (E).
18. The term **“eligible recipient”** means
- a. a local educational agency, an area vocational and technical education school, an educational service agency, or a consortium, eligible to receive assistance under section 131; or
 - b. an eligible institution or consortium of eligible institutions eligible to receive assistance under section 132.

19. The term **“Governor”** means the chief executive officer of a state or an outlying area.
20. The term **“individual with limited English proficiency”** means a secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and:
 - a. whose native language is a language other than English; or
 - b. who lives in a family or community environment in which a language other than English is the dominant language.
21. The term **“individual with a disability”** means :
 - a. in general, the term **“individual with a disability”** means an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)).
 - b. the term “individuals with disabilities” means more than one individual with a disability.
22. The term **“institution of higher education”** has the meaning given the term in section 101 of the Higher Education Act of 1965.
23. The term **“local educational agency”** has the meaning given the term in section 14101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801).
24. The term **“nontraditional training and employment”** means occupations or fields of work, including careers in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.
25. The term **“outlying area”** means the United States Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, the Republic of the Marshall Islands, the Federated States of Micronesia, and the Republic of Palau.
26. The term **“postsecondary educational institution”** means:
 - a. an institution of higher education that provides not less than a two-year program of instruction that is acceptable for credit toward a bachelor’s degree;
 - b. a tribally controlled college or university; or
 - c. a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.
27. The term **“school dropout”** means an individual who is no longer attending any school and who has not received a secondary school diploma or its recognized equivalent.
28. The term **“secondary school”** has the meaning given the term in section 14101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801).
29. The term **“Secretary”** means the Secretary of Education
30. The term **“special populations”** means:
 - a. individuals with disabilities;
 - b. individuals from economically disadvantaged families, including foster children;
 - c. individuals preparing for nontraditional training and employment;
 - d. single parents, including single pregnant women;
 - e. displaced homemakers; and

- f. individuals with other barriers to educational achievement, including individuals with limited English proficiency.
31. The term **“state,”** unless otherwise specified, means each of the several States of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying area.
 32. The term **“support services”** means services related to curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices.
 33. The term **“tech-prep program”** means a program of study that:
 - a. combines at least two years of secondary education (as determined under state law) and two years of postsecondary education in a nonduplicative sequential course of study;
 - b. strengthens the applied academic component of vocational and technical education through the integration of academic, and vocational and technical, instruction;
 - c. provides technical preparation in an area such as engineering technology, applied science, a mechanical, industrial, or practical art or trade, agriculture, a health occupation, business, or applied economics;
 - d. builds student competence in mathematics, science, and communications (including through applied academics) in a coherent sequence of courses; and
 - e. leads to an associate degree or a certificate in a specific career field, and to high skill, high wage employment, or further education.
 34. The term **“tech prep student”** is not defined in Perkins III. The Department does not expect to define the term further through regulation. However, the Department may issue a definition of **“tech-prep student”** for reporting purposes as part of an OMB-approved consolidated annual report. State Directors of Vocational and Technical Education, State Tech-Prep Coordinators and other members of the public will have an opportunity to participate in the development of the performance report and comment upon its contents.

We suggest that an eligible agency consider an individual to be a **“tech-prep student”** if the individual has participated in a comprehensive tech-prep program and has thus benefited from all of the components of a tech-prep program, including, but not limited to, the elements listed in Section 204(c)(1)-(7), with respect to programs funded under Title II. For example, if a student has taken just an applied mathematics class in isolation, but not taken that class as part of a sequence of classes in a tech-prep program, then we suggest that a state not consider that individual to be a **“tech-prep student.”**
 35. The term **“tribally controlled college or university”** has the meaning given such term in section 2 of the Tribally Controlled College or University Assistance Act of 1978 (25 U.S.C. 1801(a)(4)).
 36. The term **“tribally controlled post-secondary vocational and technical institution”** means an institution of higher education (as defined in section 101 of the Higher Education Act of 1965, except that paragraph (2) of such section shall not be applicable and the reference to Secretary in paragraph (5)(A) of such section shall be deemed to refer to the Secretary of the Interior) that:
 - a. is formally controlled, or has been formally sanctioned or chartered, by the governing body of an Indian tribe or Indian tribes;
 - b. offers a technical degree or certificate granting program;
 - c. is governed by a board of directors or trustees, a majority of whom are Indians;
 - d. demonstrates adherence to stated goals, a philosophy, or a plan of operation, that fosters individual Indian economic and self-sufficiency opportunity, including programs that are appropriate to stated tribal goals of developing individual entrepreneurships and self-sustaining economic infrastructures on reservations;

- e. has been in operation for at least three years;
 - f. holds accreditation with or is a candidate for accreditation by a nationally recognized accrediting authority for post-secondary vocational and technical education; and
 - g. enrolls the full-time equivalent of not less than 100 students, of whom a majority is Indians.
37. The term **“vocational and technical education”** means organized educational activities that:
- a. offer a sequence of courses that provides individuals with the academic and technical knowledge and skills the individuals need to prepare for further education and for careers (other than careers requiring a baccalaureate, master’s, or doctoral degree) in current or emerging employment sectors; and
 - b. include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, of an individual.
38. The term **“vocational and technical student organization”** means:
- a. in general, the term **“vocational and technical student organization”** means an organization for individuals enrolled in a vocational and technical education program that engages in vocational and technical activities as an integral part of the instructional program.
 - b. State and national units means an organization described in subparagraph (A) may have state and national units that aggregate the work and purposes of instruction in vocational and technical education at the local level.

Transition from Wisconsin Secondary Vocational Education Standards and Measures to Core Indicators

With the passage of the third version of the Carl Perkins Vocational Education Act (CPA III), new requirements for accountability were established in line with accountability requirements in other federal education and employment and training funding programs. Central to this change is moving from the standards and measures of performance from CPA II to the core indicators and negotiated levels of performance found in CPA III. **NOTE: Pending final negotiations between the Department of Public Instruction and the U.S. Department of Education's Office for Vocational and Adult Education, school districts/consortiums will continue to use the current Wisconsin Secondary Vocational Education Standards and Measures to complete the 2004-2005 Carl Perkins Basic Grant Application.**

The following sections describe the background, current status, and proposed indicators for the core indicators in CPA III.

DPI Operational Process for Performance Standards and Measures under CPA II

Since Wisconsin has had in the past and continues to operate a secondary vocational data system (VEDS, now VEERS), it was felt that any measure and corresponding standard developed must fit into that system. As a result of that feeling not to impose additional information reporting requirements on the school district's or the state's resources, all proposed performance standards and measures do dovetail into the existing secondary vocational data system and is manageable. This system has resumed data collection in late spring 1992.

Underlying Premise

Each school district is considered a separate entity for the purposes of this section regardless if the school district is participating through a consortium or individually.

A school district's enrollment data collection costs may be covered under either the 5 percent administrative money of a Title II, Part C allocation or through project monies if a request is written in the project proposal through the means of evaluation.

Operational Process

1. School district submits enrollment data to Department of Public Instruction/VEERS Coordinator. (for further information see VEERS field manual located on the DPI website at www.dpi.state.wi.us/dpi/dlsis/let/veers.html)
2. Data processed by the Department.
3. A *District Profile* document is developed from the school district's processed enrollment data. The *District Profile* document will show the current reporting year's performance against each measure's standard and previous year's performance so that progress may be gauged.
4. The *District Profiles* are posted to the DPI website at www.dpi.state.wi.us/dpi/dlsis/let/profile.html If the school district failed to meet any standard for a baseline reporting year or failed to demonstrate progress in meeting a measure's standard, a notice of deficiency would also be included in the mailing with the copy of the *District Profile*.
5. The school district will have 45 days to respond to the notice of deficiency from the date of postmark; wherein the school district states reasons for failure to meet the measures standard or progress towards, then outlines a plan of action made in consultation with local interested parties per Section 117(b) of CPA II that would result in achieving progress towards the standard. The response from the school district may include a request for

modification to the standard due to economic, geographic, or demographic factors or characteristics of the population served by the district upon notice of deficiency per Section 115(a).

6. The *Carl Perkins Liaison Consultant* assigned to the school district will read the response to notice of deficiency and either approve or disapprove the school district's *Local Improvement Plan* or request for standard modification.
7. One year after a *Local Improvement Plan* has been filed by the school district and the school district continues to show no progress in meeting a measure's standard, a team of consultants will then meet with the school district and interested parties of the district to develop a joint plan of action as specified with Section 117(c) of CPA II which states:

“(c) State and Local Joint Plan—If, after 1 year of implementation of the plan described in subsection (b) (e.g., the Local Improvement Plan), sufficient progress in meeting the standards and measures developed as required by section 115 has not been made, the state shall work jointly with the recipient and teachers, parents, and students concerned to develop a plan for program improvement. Each such plan shall contain—

 - (1) a description of the technical assistance and program activities the state will provide to enhance the performance of the eligible recipient;
 - (2) a reasonable timetable to improve the school performance under the plan;
 - (3) a description of vocational education strategies designed to improve the performance of the program as measured by the evaluation; and
 - (4) if necessary, a description of strategies designed to improve supplementary services provided to individuals who are members of special populations.”
8. The *State and Local Joint Plan* will be reviewed annually by both the state and the eligible recipient until the eligible recipient fulfills the state standards and measures for two years in a row.

Wisconsin Secondary Vocational Education Standards and Measures under CPA II

1. The first measure and standard addresses CPA Section 115B(1). Wisconsin has in place definitive graduation requirements applicable to all students; therefore, this is simply an affirmation of that fact.

Measure	Standard
A vocational education participant will demonstrate basic and advanced academic skills as evidenced by their successful completion of 4 credits of English, 2 credits of math, 3 credits of social studies and 2 credits of science or their equivalents consistent with Wisconsin state Statute S.118.33.	A school district receiving CPA vocational education funding will meet the measure by complying with Wisconsin state Statute S.118.33 in regards to its vocational education participant graduates.

2. The second measure and standard addresses CPA Section 115B(2)(C). The standard was selected based on a realistic increase over current data.

Measure	Standard
A vocational education participant will have a graduation rate that is equal to or greater than the graduation rate for the school district's total student population.	A school district will increase its vocational education participant graduation rate by a factor of 1.05 over each preceding year's rate until such time as a 95 percent graduation rate is met.

3. The third measure and standard addresses CPA Section 115B(2)(C) in part. The measure and standard reflects the philosophy that informed secondary choices should carry forward past graduation.

Measure	Standard
Rate of vocational education participant graduates that are engaged in further training or education, military duties, or employment related to their instructional program area, will be greater than the rate of vocational education participant graduates that are engaged in further training or education, military duties, or employment unrelated to their instructional program area.	A school district will increase its rate of vocational education graduates who go on to activities related to their instructional program area by a factor of 1.05 over each preceding year's rate until such time as a 90 percent rate is met.

4. The fourth measure and standard addresses CPA Section 115B(3) and was developed to ensure that the school district was making vocational education accessible to special populations.

Measure	Standard
Rate of participation of special populations in vocational education will be equal to or greater than the rate of participation of the district's general population in vocational education.	A school district will increase its vocational education participant rate of special populations by a factor of 1.05 over each preceding year's rate until such time as the rate is equal to or greater than the participant rate of the school district's general population in vocational education.

5. The fifth measure and standard was developed to ensure that the school district addresses the issue of equity within the area of vocational education.

Measure	Standard
Rate of participation within any vocational education program by each gender will exceed 25 percent.	A school district will increase its vocational education participant rate by either gender within an instructional program by a factor of 1.05 over each preceding year's rate until such time as the rate is greater than the participant rate of 25 percent for each gender within the instructional program.

DPI Operational Process for Performance Standards and Measures under CPA III

The Department's Vocational Education Enrollment Reporting System (VEERS) provides for the collection of student-based data from eligible recipients for use in determining eligible recipient achievement in terms of the core indicators of performance. Based on the initial input session and subsequent staff work within the Department, the following core indicators of performance have been proposed to the U.S. Department of Education.

Performance Measure 1S1: Attainment of academic skills based on challenging state standards.

Measure: Course completion

Formula:
$$\frac{\# \text{ VE Concentrators completing courses in line with graduation requirements}}{\text{Total \# VE Concentrators}}$$

Performance Measure 1S2: Occupational skill attainment based on challenging state standards

Measure: A combination of course and/or program completion

Formula:
$$\frac{\# \text{ VE Concentrators Completing Either WBL or Tech Prep courses}}{\# \text{ VE Concentrators Enrolling in Either WBL or Tech Prep courses}}$$

Performance Measure 2S1: Secondary Completion

Measure: Percentage of 12th grade VE concentrators who graduate

Formula:
$$\frac{\# \text{ 12}^{\text{th}} \text{ grade Concentrators Who Graduate}}{\text{Universe \# of 12}^{\text{th}} \text{ grade Concentrators}}$$

Performance Measure 3: Secondary Placement

Measure: Percentage of VE concentrator graduates engaged in work, military or postsecondary education

Formula:
$$\frac{\# \text{ VE Concentrator Graduates Engaged in 1 of the Above}}{\text{Universe of VE Concentrator Graduates with Follow-up Information}}$$

Performance Measure 4S1: Participation in nontraditional occupation preparation programs

Formula 4S1—Nontraditional Enrollment:

$$\frac{\# \text{ of M/F VE Participants Enrolled in Programs Representing Nontraditional Occupations}}{\text{Universe \# of M/F VE concentrators}}$$

Formula 4S2—Nontraditional Program Completion:

$$\frac{\# \text{ of M/F VE Participants Completing Programs Representing Nontraditional Occupations}}{\text{Universe \# of M/F VE concentrators}}$$

Sample Board Resolution (Sample for use at local level—Not necessary to submit to DPI)

Sample CPA School Board Resolution for 66.30 Agreement

Directions: Resolution must be passed by local boards of education prior to joining into the 66.30 cooperative agreement.

"Whereas the following school districts do/do not qualify for the minimum grant of \$15,000 as determined by the distribution formula for the Secondary School Vocational Education Programs, and whereas it appears that the vocational education interests and needs of all children in these school districts will be served best by the districts joining together to offer special services, as authorized by the Department of Public Instruction, to meet the needs of all students."

"Be it, and it is hereby resolved that the school boards of _____

agree to establish and maintain on a cooperative basis, vocational initiatives pursuant to the Carl D. Perkins Vocational and Technical Education Act of 1998 and to Section 66.30 of the Wisconsin Statutes."

CPA Liaison Consultants

Fiscal Agent	Formula WTC	WTC	Districts	FY '05 Assignment	FY '05 Co-review
Beloit	BH	BH	1	Starkman	Olson
Brodhead	BH	BH	5	Starkman	Olson
CESA #12	NI	IN	15	Starkman	Olson
Edgerton	BH	BH	3	Starkman	Olson
Janesville	BH	BH	1	Starkman	Olson
Superior	NI	IN	1	Starkman	Olson
			26		
CESA #10	CV	CV	27	Bitters	Enghagen
Chippewa Falls	CV	CV	1	Bitters	Enghagen
Eau Claire Area	CV	CV	1	Bitters	Enghagen
Menomonie Area	CV	CV	1	Bitters	Enghagen
			30		
CESA #6/Appleton	FV	FV	1	Westrich	Gagnon
CESA #6/Menasha	FV	FV	1	Westrich	Gagnon
CESA #6/Neenah	FV	FV	1	Westrich	Gagnon
Oshkosh Area	FV	FV	1	Westrich	Gagnon
Stockbridge	FV	FV	4	Westrich	Gagnon
			8		
Burlington	GW	GW	4	Gagnon	Westrich
Delavan-Darien	GW	GW	1	Gagnon	Westrich
Kenosha	GW	GW	1	Gagnon	Westrich
Lake Geneva-Genoa City	GW	GW	2	Gagnon	Westrich
Laona	NI	NI	6	Gagnon	Westrich
Racine	GW	GW	1	Gagnon	Westrich
Southern Door	NE	NE	2	Gagnon	Westrich
			17		
CESA #11	IN	IN	37	Starkman	Vedder
Hudson	IN	IN	1	Starkman	Vedder
Rice Lake Area	IN	IN	1	Starkman	Vedder
			38		
Manitowoc	LS	LS	8	Bitters	Enghagen
Plymouth	LS	LS	8	Bitters	Enghagen
Sheboygan Area	LS	LS	1	Bitters	Enghagen
Waupaca	LS	FV	1	Bitters	Enghagen
			18		
Baraboo	MA	MA	1	Burbach	Bachim
Madison Metro	MA	MA	1	Burbach	Bachim
Portage	MA	MA	1	Burbach	Bachim
Reedsburg	MA	MA	1	Burbach	Bachim
Sauk Prairie	MA	MA	2	Burbach	Bachim
Waunakee	SW	MA	4	Burbach	Bachim
			10		
Jefferson	MA	MA	2	Burbach	Bitters
Sun Prairie	MA	MA	1	Burbach	Bitters
Waterloo	MA	MA	7	Westrich	Bitters
Watertown	MA	MA	1	Westrich	Bitters
			11		

Fiscal Agent	Formula WTC	WTC	Districts	FY '05 Assignment	FY '05 Co-review
CESA #1	MI	MI	11	Heibel	Vedder
South Milwaukee	MI	MI	3	Heibel	Vedder
Wauwatosa	MI	MI	1	Heibel	Vedder
West Allis	MI	MI	1	Heibel	Vedder
Whitnall	MI	MI	5	Heibel	Vedder
			21		
Beaver Dam	MP	MP	1	Vedder	Heibel
CESA #6/Hartford UHS	MP	MP	1	Vedder	Heibel
Fond Du Lac	MP	MP	1	Vedder	Heibel
Milwaukee	MP	MI	1	Vedder	Heibel
West Bend	MP	MP	1	Vedder	Heibel
			5		
Adams Friendship	MS	MS	1	Klug	Strom
CESA #5	MS	MS	23	Klug	Strom
Marshfield	MS	MS	1	Klug	Strom
Mauston	MS	MS	2	Klug	Strom
Stevens Point Area	MS	MS	1	Klug	Strom
Wisconsin Rapids	MS	MS	1	Klug	Strom
			30		
Antigo	NC	NC	1	Olson	Starkman
CESA #9	NC	NC	16	Olson	Starkman
D C Everest	NC	NC	1	Olson	Starkman
Medford Area	NC	NC	1	Olson	Starkman
Merrill Area	NC	NC	1	Olson	Starkman
Wausau	NC	NC	1	Olson	Starkman
Wittenberg-Biramwood	NC	NC	3	Olson	Starkman
			21		
CESA #7	NE	NE	6	Strom	Klug
CESA #8	NE	NE	15	Strom	Klug
Green Bay	NE	NE	1	Strom	Klug
Marinette	NE	NE	1	Strom	Klug
Sevastopol	NE	NE	4	Strom	Klug
			28		
CESA #2	SW	MA	5	Bachim	Burbach
CESA #3	SW	SW	26	Bachim	Burbach
Hayward Community	NI	IN	1	Bachim	Burbach
Monroe	BH	BH	4	Bachim	Burbach
Platteville	SW	SW	4	Bachim	Burbach
Verona	SW	MA	5	Bachim	Burbach
			45		
Arrowhead	WA	WA	1	Enghagen	Bitters
CESA #6	FV	FV	29	Enghagen	Bitters
DOC			1	Enghagen	Bitters
Kettle Moraine	WA	WA	1	Enghagen	Bitters
Menomonee Falls	WA	WA	3	Enghagen	Bitters
Mukwonago	WA	WA	1	Enghagen	Bitters
Oconomowoc Area	WA	WA	1	Enghagen	Bitters
Waukesha	WA	WA	1	Enghagen	Bitters
			38		
CESA #4	WW	WW	12	Vedder	Enghagen
Holmen	WW	WW	2	Vedder	Bachim
Lacrosse	WW	WW	1	Klug	Strom
Sparta	WW	WW	1	Vedder	Burbach
Tomah	WW	WW	1	Vedder	Westrich
Viroqua	WW	WW	2	Vedder	Heibel
Whitehall	WW	WW	4	Vedder	Olson
			23		

Equity and Special Populations Provisions

Background/History of CPA Requirements for Equity

Beginning in FY '92, school districts were required to complete a district-wide *Equity Plan* in order to receive Carl Perkins (CPA) funding. The primary focus of these plans was gender equity, largely because CPA II included a set-aside for sex equity that was used to assist districts in developing and implementing the *Equity Plan*. Districts developed and updated these plans for a five-year period so that the life of the current *Equity Plan* varies from those in effect for 1995-2000 to those submitted for 1999-2004.

CPA III Requirements for Equity and Special Populations

CPA III requires school districts to address equity and services to special populations in the *2003-2004 CPA Application*. **It does not require a district to submit an Equity Plan to the state.** Neither does CPA III include a sex equity set-aside to address sex bias and sex role stereotyping in vocational and technical education.

The emphasis in CPA III is on access to and success in vocational education programs on the part of all special populations. CPA III defines *special populations* as “individuals with disabilities, economically disadvantaged individuals, individuals preparing for nontraditional training and employment, single parents (including teen parents and pregnant teens), and individuals with other barriers to educational achievement.” **Wisconsin has added “racial/ethnic minorities” (students of color) to this list.** In addition, the Secretary of the Department of Education recently expanded this definition to include academically disadvantaged students. **Note** that “special needs students” (e.g., students with disabilities) is only one of a number of student groups under this new definition of special populations.

Specifically, districts are required, in their local plan application, to describe:

- a. how nondiscrimination policies and procedures are currently implemented, who is responsible, and how often these are evaluated;
- b. specific strategies to reduce barriers and improve access to vocational education programs by special populations;
- c. services provided to ensure successful completion of vocational education programs on the part of special populations;
- d. marketing, assessment and intervention strategies that are being used to achieve higher nontraditional enrollment and retention rates; and
- e. how funds will be used to promote preparation for nontraditional training and employment.

In addition, CPA III accountability provisions require the development and implementation of *state adjusted levels of performance* based on *core indicators*. One of the **required core indicators** addresses “student participation in and completion of vocational and technical education programs that lead to nontraditional training and employment.”

While a “stand alone” gender equity plan is no longer required under CPA III, districts are strongly encouraged to engage in comprehensive planning for equity and diversity, taking into account equity related requirements of all federal sources of funding, as well as 118.13 of Wisconsin state Statutes and PI 9 Wisconsin Administrative Code. Relevant sections of this comprehensive plan can then be imported into the equity/special populations requirements of various federal plans, including CPA III.

To support LEAs as they create opportunities for special populations and infuse equity in their programs and services, the Department of Public Instruction, UW-Stout, and educators around the state are collaborating on a four-year, \$240,000 project entitled the *Tackle Box Project*. While the project focuses on young women in

technology education, the project serves a bigger purpose in that it is a model for LEAs to meet the needs of special populations.

The *Tackle Box Project* has produced a web-based set of resources for administrators, educators, School-to-Work Coordinators, counselors, business and industry, community members and organizations, parents, and students. The resources address specific considerations (curriculum and instruction, messages from parents, messages from society, messages from counselors, classroom climate, role models/mentors, etc.); for each consideration, the *Tackle Box* will include a discussion, additional research and materials, strategies for change, and resources (websites, curriculum guides, etc.). The *Tackle Box Project* also provides training to administrators, educators, counselors, parents, and communities.

For more information on special populations considerations, the *Tackle Box Project*, or other equity concerns, please refer to <http://www.dpi.state.wi.us/dpi/dlsea/equity/programs.html>, then select **Gender Equity** or any other program of interest.

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10% State Reserve 2004-2005 State Review Process

Process

1. Teams of two to three DPI/CTE members will review applications. The review teams will be as follows:

Funding Source	Primary Reviewer	Secondary Reviewer
Agriculture & Natural Resources Education	Dean Gagnon	Ken Starkman
Business a& Information Technology Education	Lisa Olson	Dean Gagnon
Family & Consumer Ed	Sharon Strom	Jane Heibel
Health Sciences Occupations Education	Jane Heibel	Sharon Strom
Marketing Education	Marie Burbach	Ann Westrich
Technology & Engineering Education	Ken Starkman	Lisa Olson
Other Certificated Industry Based Occupational Training Program(s)—except Wisconsin Employability Skills (general work experience)	Barbara Bitters	Don Vedder
Other Certificated Industry Based Occupational Training Program(s)—Wisconsin Employability Skills Only (general work experience)	Bob Enghagen	Marlene Klug

2. The review team will read, evaluate, and score/rank applications.
3. By *Funding Source*, applications will be scored on the basis of 1000 possible points [80 for *Other Certificated Industry Based Occupational Training Program(s)*] and will be ranked according to a *composite* score. While an application may be funded up to 100% within the maximum allowable per district or consortium, it is subject to negotiation between the CPA fiscal agent, Local Vocational Education Coordinator (LVEC), and primary and secondary reviewers.
4. By *Funding Source*, applications will be recommended for funding based on the rank order of highest to lowest composite score. The actual number of applications funded is dependent upon availability of funds. (For 2004-2005, there is \$110,000 available for each *Funding Source*.)
5. By *Funding Source*, the applications will be separated into a “short list” and “long list.” The “short list” will consist of applications being considered for funding within the amount available for the *Funding Source*. The “long list” will consist of the remaining applications, which include applications that have been disqualified (refer to *Reasons for Disqualification or Nonfunding of All or Part of An Application*).
6. The Career and Technical Education Team will identify criteria for “10% State Reserve Eligibility.” By *Funding Source*, criteria will be applied to the “short list” applicants. If an application does **not** meet one of the four criteria, it will be disqualified and transferred to the “long list.” (refer to *10% State Reserve Eligibility Criteria*)
7. For “short list” applications, the reviewers may need to contact the CPA fiscal agent LVEC for any additional clarification. The reviewers will also fax a copy of the review form (PI-1341-B or PI-1341-C) and instruct the

CPA fiscal agent LVEC to revise the application. The revised application will be e-mailed to the Career and Technical Education Team (CTE) Grant Specialist by June 30, 2004.

8. The CTE Grant Specialist will combine *10% State Reserve* applications on the “short lists” and sort by school district to ensure that the maximum allowable per school district (\$50,000; Milwaukee at least \$100,000) or consortium (\$50,000 per seven *Funding Sources*).
9. By May 7, final recommendations for funding will be submitted to Division Director, CTE; primary and secondary reviewers will submit the review form for “short list” applications to the CTE Grant Specialist.
10. By May 15, primary and secondary reviewers will submit the review form for “long list” applications to the CTE Grant Specialist.
11. On June 1, results of the review process will be shared with the state superintendent. Based on this discussion, the state superintendent will determine grant final approval.
12. On July 1, subject to U. S. Department of Education issuance of appropriations, grant award packets and disapproval packets will be released.

The grant award packet will include:

- grant award letter
- PI-1136—Notification of Grant Award
- PI-1136-A—Response to Notification of Grant Award
- project listing
- approved budget

The disapproval packet will include:

- Rejection letter
- Copy of review form (PI-1341-B or PI-1341-C)

Reasons for Disqualification or Nonfunding of All or Part of An Application

The following are reasons for disqualification or non-funding of all or part of an application:

1. Program was funded with *10% State Reserve* funds in 2000-2001, 2001-2002, 2002-2003, or 2003-2004.
2. The *Fiscal Agent* is not an eligible recipient of *10% State Reserve* funds.
3. The applicant did not submit an electronic copy of the application as an e-mail attachment to marilyn.bachim@dpi.state.wi.us by the March 1st deadline date.
4. The applicant did not complete the appropriate *10% State Reserve Application* [PI-1303-B (Rev. 12-03) or PI-1303-C (Rev. 12-03)]
5. The applicant checked more than one *Funding Source*, failed to check any *Funding Source*, or checked the wrong *Funding Source*.
6. Application, including corresponding budget, did **not** meet the state’s 2004-2005 program outcomes:
 - Development/expansion of certificated industry based occupational training programs, and
 - Provision of certificated industry based occupational training programs to a greater variety of students in Wisconsin.
7. Proposed budget exceeds the maximum amount available for the respective funding source; i.e., \$110,000 for each of the seven *Funding Sources*.
8. Proposed budget exceeds the maximum amount allowed per district or consortium.
9. Proposed budget supplants local funds with federal funds.
10. The application is submitted for multiple school districts.
11. The applicant did not resolve project deficiencies by the established deadline date.



Carl D. Perkins Vocational and Technical Education Act of 1998

Q & A Document: #3, December 2003

2004-2005 10% State Reserve

1. *What is the maximum amount of money DPI will award?*

Answer: The maximum grant is \$50,000 per school district (total across all funding sources) **or** \$50,000 per consortium per funding source (Funding Source is defined as Agriculture, Business, Family and Consumer, Health Occupations, Marketing, Technology, or "Other").

Examples: School District A submits an application for Agriculture-\$50,000, Business-\$50,000, Marketing-\$50,000 and Other/multi-program-\$50,000. Applications were reviewed and each received a high "Project Score" for the respective funding source. Negotiations would need to occur between DPI and School District A in order to determine which project or projects would be funded in order to meet the \$50,000 cap per school district.

Consortium Z is a six-school consortium. Consortium Z submits an application on behalf of School District A, B, and C. The applications are in Agriculture-\$50,000, Business \$50,000, and Technology-\$50,000 and Other/multi-program-\$50,000. Consortium Z also submits an application for School District D, E, and F. The applications are in Agriculture-\$50,000, Business-\$50,000, and Technology-\$50,000 and Other/multi-program-\$50,000. Applications were reviewed and each received a high "Project Score" for the respective funding source. Negotiations would need to occur between DPI and Consortium Z in order to determine which project or projects would be funded in order to meet the \$50,000 cap per consortium per funding source.

Although individual teachers are encouraged to submit applications, local staff needs to work together and consider district/consortium needs.

2. *Is there a limit to the number of separate 10% State Reserve applications a CESA Consortium can submit?*

Answer: *There is no limit to the number of applications an eligible recipient can submit; however, the maximum grant award per school district is \$50,000 **or** \$50,000 per consortium per funding source. (See response to question 1.)*

3. *Who will be responsible for reviewing projects that fall outside the six vocational content areas?*

Answer: Bob Enghagen, Marlene Klug, Barbara Bitters, and Don Vedder will share responsibility for reviewing applications submitted under the "Other" category.

4. *How many projects will be funded?*

Answer: There is no pre-established minimum or maximum number of grant awards to be made.

5. *Can a 10% State Reserve applicant that seeks start-up funding for a Certified Skills Co-op Program include a component for students to participate in the Employability Skills Certificate Program?*

Answer: Yes. The Employability Skills Program can be operated in the same class offering as a Certified Skills Co-op or separately as a separate program. Students **cannot** be enrolled in both programs at the same time but can be transferred between programs.

6. Can a 10% State Reserve application include more than one certified program application?

Answer: Yes. 10% State Reserve applications can include any combination of state and business/industry certificated skill development programs. These recognized programs include Employability Skills, State Certified Skills Co-op, Youth Apprenticeship, and other business/industry skill certificated programs.

Note: The program must be registered with the respective state agency or business/industry.

7. What will happen if the dollar amount of recommended grant awards is less than the total dollars available for the 10% State Reserve projects?

Answer: The difference will be carried over to the following year's funding cycle. This is consistent with Section 133 of the Carl Perkins Act which describes what state agencies must do with both unexpended funds and funds returned late in the school year.

8. Will geography play a part in DPI decisions for awarding grants?

Answer: This is a statewide competitive grant program. While the discipline consultants will make the initial funding recommendations, consideration will be given to geographic distribution statewide. As always, the State Superintendent has final grant award authority.

9. Are business/industry-certificated programs eligible for 10% funding?

Answer: Yes, although in certain disciplines, business/industry certificate programs are not included as "Program Model Priorities," which can result in the "Project Score" being lower than an application addressing the "Program Model Priorities," i.e., less likelihood the application will be funded.

10. Can 10% funds be used for construction or acquisition of real estate?

Answer: No. EDGAR regulation 76.533 specifically prohibits federal funds from being used for construction or property acquisition unless specifically permitted by a program-authorizing statute. While the Carl Perkins Act creates the program authority, it contains no provisions permitting either construction or real estate acquisition.

11. Are the Program Model Priorities listed in order of preference?

Answer: No. Each certificated program listed is considered equal to all within a given discipline listing.

12. If my certificated program was funded in 2000-2001, 2001-2002, 2002-2003, or 2003-2004 can I make application for 2004-2005?

Answer: No, not for the same program. The intent of this funding opportunity is for "seed" money to develop/expand industry-based occupational training certificated programs. Therefore, if the certificated program for a school district was funded with 10% State Reserve funding in a previous funding cycle, the certificated program cannot be funded.

Examples: School District A received a 2000-2001 10% State Reserve grant for a Health Services Youth Apprenticeship program. School District A is ineligible to apply for a 2004-2005 10% State Reserve grant for the Health Services Youth Apprenticeship program. (The district may also apply for a different certificated program in the same content area.)

CESA Consortium A (5-school consortium) received a 2000-2001 State Reserve grant for Health Services Youth Apprenticeship program for school A, B, and C. CESA Consortium A may submit a 2004-2005 application for the Health Services Youth Apprenticeship program for school D and E. (CESA Consortium A may also apply for a different certificated program in the same content area.)

13. I am confused on how to complete Section IV.A.6 of the application. How do I count the students eligible for transcribed credit or advanced standing?

Answer: Increased number of students earning post-secondary credit through certificated programs is one of the nine criteria for scoring competitive applications. In order for students to be eligible for advanced standing or transcribed credit from a technical college, an articulation agreement needs to be in place between the school district and the technical college. If the 2004-2005 certificated **program** has or will have (in school year 2004-2005) an articulation agreement in place, **all** students are counted as "eligible for transcribed credit/advanced standing."

Example: School District A will be developing an articulation agreement with Tech College Z for advanced standing for a two credit vocational course P in August 2004. School District A projects an enrollment of 20 students for the 2004-2005 school year. The "2003-2004 Actual Enrollment" would be zero because the articulation agreement would not be in place until the 2004-2005 school year. The "2004-2005 Projected Enrollment" would be 20 because these students would be "eligible for advanced standing."

14. Can a district from a Perkins CESA consortium join with district(s) outside that consortium for the purpose of submitting a 10% project?

Answer: Yes, with conditions.

Example: CESA Consortium A has a few schools interested in the same project as another district that is *not* a member of the CESA Consortium A. If the formula allocation for the schools participating in this application is over the \$15,000 threshold **and** the PI-1303-C application form is completed/submitted, the application is eligible for funding.

15. What if I completed an "old" 10% State Reserve application form?

Answer: The application is disqualified from funding. To be sure that you are using the most current version of the Carl Perkins application forms please check our website at the following address:
<http://www.dpi.state.wi.us/dpi/dlsis/let/cpapps.html>

16. What if I checked more than one box under "Funding Source?"

Answer: The application is disqualified from funding.

17. When will districts be notified of grant awards for the 10% funds?

Answer: DPI plans to issue grant award notices to Carl Perkins fiscal agents by July 1, 2004, which will include notification of the 10% grant awards as well. Grant award notification timeline is contingent upon U.S. Department of Education approval of Wisconsin's "Core Indicators and State Adjusted Levels of Performance" prior to that date.

18. What is the timeline for next year's project applications?

Answer: Revisions and improvements to the 2004-2005 Carl Perkins funding application system will be completed by December 2003.

Tips—Working with 2004-2005 CPA Application Templates

General Information

The templates of the *Carl Perkins Basic Grant Application (PI-1303, Rev. 12-03)*, *10% State Reserve (PI-1303-B, Rev. 12-03)*, *10% State Reserve (Different Configuration Than Formula Allocation Consortium (PI-1303-C, Rev. 12-03)*, and *Budget/Budget Modification (PI-1303-A, Rev. 12-03)* have been revised. Please use the most current version (Rev. 12-03) of the templates located on the DPI/CTE website at the following address

<http://www.dpi.state.wi.us/dpi/dlsis/let/cpapps.html>

To help you when working with templates please turn on the show/hide button located on the Standard Toolbar above [it looks like a paragraph symbol (¶)]. When you turn on the show/hide button you will see the areas on the template that need to be completed. (°°°°°). When you tab, you are taken to the areas of the template that have been programmed to receive information.

Templates minimize the applicant's capacity to use the "copying and pasting" technique described in the *CPA Guide*. For example: the **entire** *Enrollment and Trends* chart can be "copied" to enable an applicant to complete one chart per school district within a consortium (see *to copy additional pages* below). However, within the *Enrollment and Trends* chart, an applicant may copy and paste **each** "cell," cell-by-cell, from last year's application if desired.

Downloading

Reminder: At a minimum, an applicant must have Office 97 software for PC platform or Office 98 software for MAC platform in order to work with the templates.

Applicants should "download" the PI-1303, PI-1303-A, PI-1303-B, and PI-1303-C to a hard drive.

When downloading, a message window may appear indicating that an applicant cannot open or save this document because the program application cannot be found. The applicant must then click on the "pick up" button and then browse to the location of Microsoft word on the applicant's system. Normally this would be located on c:/program files/Microsoft office. The applicant then selects Microsoft word as the application.

If a message window appears giving the choices of "disable macros" or "enable macros" the applicant must click "enable macros" in order to enable the coding in the template to work.

The templates have been virus checked and are virus free.

PI-1303—Carl Perkins Basic Grant Application

Section II.B—Enrollment and Trends Chart

To copy additional page(s): Place the cursor at the top of page 5. A down arrow will appear. Left click the mouse until the entire page is highlighted. Click "copy." Place the cursor at the bottom of the page in front of the section break and click "paste." Copy and paste as many pages as needed for the consortium/CESA. After completing the last row on the form, use the mouse to move to the next page (*Section II-Local Profile, II.C—Vocational and Technical Education Program Description*). If the applicant "tabs" to the next page instead of "mouse" to the next page, each tab generates another row on the form rather than moving the applicant to the next page. To remove

additional rows simply highlight the row to be deleted, click “Table” from the menu bar, select “delete rows” which will remove the row.

Be careful tabbing through this section. The cells on this page are not template formatted and it is very easy to delete permanent keying. Because these cells are not formatted, please enter commas or decimal points if/where needed.

Section III.C—Local Project Plan

To copy additional page(s): Place the cursor at the top of page 8 (*Section III.C—Local Project Plan*). A down arrow will appear. Left click the mouse until the entire page is highlighted. Click “copy.” Place the cursor at the bottom of the page in front of the section break and click “paste.” Copy and paste as many pages as needed for the Consortium/CESA. After completing the last row on the form, use the **mouse** to move to the next page (*Section III—Local Project Plan for Use of CPA Funds, III.D—Summary of Use of CPA Funds*). If the applicant “tabs” to the next page instead of “mouse” to the next page, each tab generates another row on the form rather than moving the applicant to the next page. To remove additional rows simply highlight the row to be deleted, click “Table” from the menu bar, select “delete rows” which will remove the row.

Be careful tabbing through this section. The cells on this page are not template formatted and it is very easy to delete permanent keying. Because these cells are not formatted, please enter commas or decimal points if/where needed.

Section V—Program Evaluation and Improvement

To copy additional page(s): Place the cursor at the top of page 13 (*Section V—Program Evaluation and Improvement*). A down arrow will appear. Left click the mouse until the entire page is highlighted. Click “copy.” Place the cursor at the bottom of the page in front of the section break and click “paste.” Copy and paste as many pages as needed for the Consortium/CESA. After completing the last row on the form, use the **mouse** to move to the next page (*Section VI—Consortium Contracting*). If the applicant “tabs” to the next page instead of “mouse” to the next page, each tab generates another row on the form rather than moving the applicant to the next page. To remove additional rows simply highlight the row to be deleted, click “Table” from the menu bar, select “delete rows” which will remove the row.

Be careful tabbing through this section. The cells on this page are not template formatted and it is very easy to delete permanent keying. Because these cells are not formatted, please enter commas or decimal points if/where needed.

PI-1303-A—Carl Perkins Basic Grant Application—Budget/Budget Modification

Section VII—Vocational Education Financial Plan—Detail Pages

Remember that the *Unit Cost* and *Quantity* must be entered in order for the *Total Cost* to be automatically calculated for the applicant.

Remember to tab through this section; after the information is keyed and you tab, the template does the calculation!!

In addition, the information entered on the detail pages will “populate” to the budget summary page. Based on the applicant’s entry of the function code and object classification, the computer will automatically enter the information on the summary page. After the information has been entered, review the budget summary page to see if the information is in the right place. If not, the information must be changed on the detail pages. This is new for 2004-05.

PI-1303-B and PI-1303-C—Perkins Basic Grant Application/ 10% State Reserve

Section IV.C—Local Project Plan

To copy additional page(s): Place the cursor at the top of page 3 (*Section IV.C—Local Project Plan*). A down arrow will appear. Left click the mouse until the entire page is highlighted. Click “copy.” Place the cursor at the bottom of the page in front of the section break and click “paste.” Copy and paste as many pages as needed. After completing the last row on the form, use the mouse to move to the next page (*Section VII—Vocational Education Financial Plan*). If an applicant “tabs” to the next page instead of “mouse” to the next page, each tab generates another row on the form rather than moving the applicant to the next page.

Be careful tabbing through this section. The cells on this page are not template formatted and it is very easy to delete permanent keying. Because these cells are not formatted please enter commas or decimal points if/where needed.

PI-1303-C—Perkins Basic Grant Application/10% State Reserve

Section II.B—Enrollment and Trends Chart

To copy additional page(s): Place the cursor at the top of page 5. A down arrow will appear. Right click the mouse until the entire page is highlighted. Click “copy.” Place the cursor at the bottom of the page in front of the section break and click “paste.” Copy and paste as many pages as needed for the consortium/CESA. After completing the last row on the form, use the mouse to move to the next page (*Section II-Local Profile, II.C—Vocational and Technical Education Program Description*). If the applicant “tabs” to the next page instead of “mouse” to the next page, each tab generates another row on the form rather than moving the applicant to the next page.

Be careful tabbing through this section. The cells on this page are not template formatted and it is very easy to delete permanent keying. Because these cells are not formatted, please enter commas or decimal points if/where needed.

Section V—Program Evaluation and Improvement

To copy additional page(s): Place the cursor at the top of page 13 (*Section V—Program Evaluation and Improvement*). A down arrow will appear. Right click the mouse until the entire page is highlighted. Click “copy.” Place the cursor at the bottom of the page in front of the section break and click “paste.” Copy and paste as many pages as needed for the Consortium/CESA. After completing the last row on the form, use the **mouse** to move to the next page (*Section VI—Consortium Contracting*). If the applicant “tabs” to the next page instead of “mouse” to the next page, each tab generates another row on the form rather than moving the applicant to the next page. To remove additional rows simply highlight the row to be deleted, click “Table” from the menu bar, select “delete rows” which will remove the row.

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Technology Action Coalition to Kindle Lifelong Equity Box (TACKLE Box) Project

Introduction

This background paper provides information on the Carl Perkins funded equity project, the Technology Action Coalition to Kindle Lifelong Equity Box (TACKLE Box) Project.

To support school districts as they create opportunities for special populations¹ and infuse educational equity into their programs and services, the Department of Public Instruction, UW-Stout, UW-Madison, and educators around the state completed an initiative entitled the TACKLE Box Project. The primary goal of the TACKLE Box Project is to increase the number of girls and young women in technology education classes. A secondary goal of the TACKLE Box Project is to create a model for LEAs to meet the needs of all students in nontraditional occupations and other special populations in career and technical education. The process of the project can be replicated for any special population in any career and technical education program area.

Background

Based on statistics from the Wisconsin Vocational Education Enrollment Report, technology education was chosen as the target program.

During the first year of the project (1999-2000), we collected and synthesized the research on the topic of gender equity in technology education. UW-Stout surveyed and discussed the related literature in a monograph, *Modeling Athena: Preparing young women for work and citizenship in a technological society*. The research identified five factors that influence a young woman's decision to participate (or not) in technology education: social fit (messages from parents, peers, and cultures), classroom climate, curriculum and instruction, role models and mentors, and messages from guidance counselors.

During the next year (2000-2001), we developed research-based model curriculum activities for middle and high school technology education teachers. Eleven educators from around the state developed gender-equitable curriculum activities based on the *Model Academic Standards for Technology Education*. In addition, we raised awareness on gender equity issues in technology education among educators, administrators, counselors, and parents through sixteen workshop presentations (audience total: approximately 290). We also provided in-depth training to technology education teachers through one half-day workshop, one full-day workshop and a five-day summer institute (total trained: approximately 95).

During the third year (2001-2002) we focused on district-level action regarding gender equity in technology education. Three selected districts (Appleton, Janesville, and Wausau) identified a team (i.e., administrators, counselors, educators, parents, business, students, and community members) that developed and implemented a *collaborative action research and development project* (CARD).² UW-Madison's Center on Education and Work is facilitating this two-year initiative.

Toward this end, the *Model District Initiative* seeks to:

¹ Special populations include students preparing for nontraditional training and employment, single parent and pregnant teens, economically disadvantage students, academically disadvantaged students, individuals with disabilities, students with limited English proficiency, students of color, and individuals with other barriers to educational achievement.

² Education and Work Leadership Program, Center on Education and Work, School of Education, University of Wisconsin–Madison.

1. Prepare practicing professionals for gender equity leadership roles in teaching, administration, counseling, and student services through the development and implementation of strategies and practices related to technology education.
2. Engage the participants and their schools in collaborative, field-based action research and development projects designed to recruit and retain young women in technology education.
3. Provide model programs for districts interested in recruiting and retaining young women in technology education.
4. Provide a replicable *process for change* for school districts interested in recruiting and retaining young women in technology education. Out of the model district programs will come a "blueprint for action": a series of documents (needs assessment tools, action plan templates, evaluation instruments, etc.) that other districts can use to diagnose and address specific areas of concern in their work to create an equitable technology education program.
5. Collect and analyze relevant disaggregated data to evaluate the impact of the CARD projects (i.e., student participation and learning; family, school, and community perceptions; essential practices emerging from these efforts).

The fourth year of the TACKLE Box project focuses on tools for parents. Efforts were concentrated on finding, developing and providing web-based resources to help parents assist their children in exploring a full range of careers. During second semester of the 2003-2004 school year, these resources will be available on the DPI website. We hope you will watch for them and encourage parents and families in your community to use it.

Your involvement is needed!

1. **Organize a professional development workshop for technology education teachers, administrators, and counselors in your CESA, district, or community.**

During the 2003-2004 the TACKLE Box Project is offering CESA's and districts a unique opportunity: in-depth professional development for administrators, curriculum directors, educators, and counselors that provides research on *why* girls participate (or not) in technology education, strategies and a facilitated process for recruitment and retention.

A cadre of middle and high school technology education teachers has been trained and will facilitate the workshops. The trained educators are dedicated and committed to bringing equity considerations into technology education, and they have the first-hand knowledge to make it work. It is the responsibility of the CESA or school district to contact an educator trainer to arrange a workshop. The trainers are independent contractors and do not work for the Department of Public Instruction.

TACKLE Box Trainers	E-mail address
Mr. Ken Bremer	kbremer@madison.k12.wi.us
Ms. Katherine Weber	tekteach@hotmail.com
Mr. Pete McConnell	pete.mcconnell@maps.k12.wi.us
Ms. Nancy Wilcox	nancy_wilcox@msd.k12.wi.us

The training is unique in that participants are required to bring data on their technology education class or program, and the facilitators then lead participants through the development of an action plan and assessment instrument. At the end of the workshop, participants are invited to participate in a listserv devoted to issues of gender equity in technology education; members of the listserv, then, become resources for the participants. Listserv members provide mutual support as they implement changes to encourage girls and young women in technology education. If you need assistance reaching a trainer please contact Ken Starkman via e-mail, Kenneth.starkman@dpi.state.wi.us.

Know the facts!

What does research tell us about female participation in technology education and technology-related careers? What state, regional, and national resources are available to us as we work on this issue?

What does your technology education program look like? Use statistical data—class enrollment, retention, post-graduation experience—and perception data (*What do girls and parents think about the technology education program? What do counselors think about technology education and technology-related careers? What do the technology education classrooms look like? Are the course descriptions and content relevant to the learning needs and styles of girls?*) to identify areas you can improve.

A Resource Packet to Recruit and Retain Young Women in Technology Education provides information on research and resources and a framework for data collection. You can access this packet on the web at www.dpi.state.wi.us/dpi/dlsea/equity/eqtbox.html.

2. Share gender equitable technology education curriculum activities with teachers in your CESA or district.

Research tells us that curriculum and instruction influence girls' decisions to participate (or not) in technology education. We know that the learning needs and styles of girls are different than the learning needs and styles of boys, and we also know that technology education curriculum does not always meet the whole range of student learning needs and styles. Wisconsin technology education teachers created curriculum activities that meet the learning needs and styles of a diverse range of students. The curriculum is accessible on the web at www.dpi.state.wi.us/dpi/dlsea/equity/eqtbox.html.

3. Raise awareness in your district or community.

Obtain free copies of the *Guide to Preparing Young Women for Work and Citizenship in a Technological Society* (see *Guide, following*) by contacting Barb Bitters at Barbara.bitters@dpi.state.wi.us. Please share this guide with administrators, counselors, technology education teachers, parents, and business and community members.

Present to district staff, parent organizations, and business and community organizations on how to recruit and retain young women in technology education and technology-related careers. A free PowerPoint, relevant to Wisconsin school communities, is available on the web at www.dpi.state.wi.us/dpi/dlsea/equity/eqtbox.html

Non-Traditional Employment and Training Crosswalk

Introduction

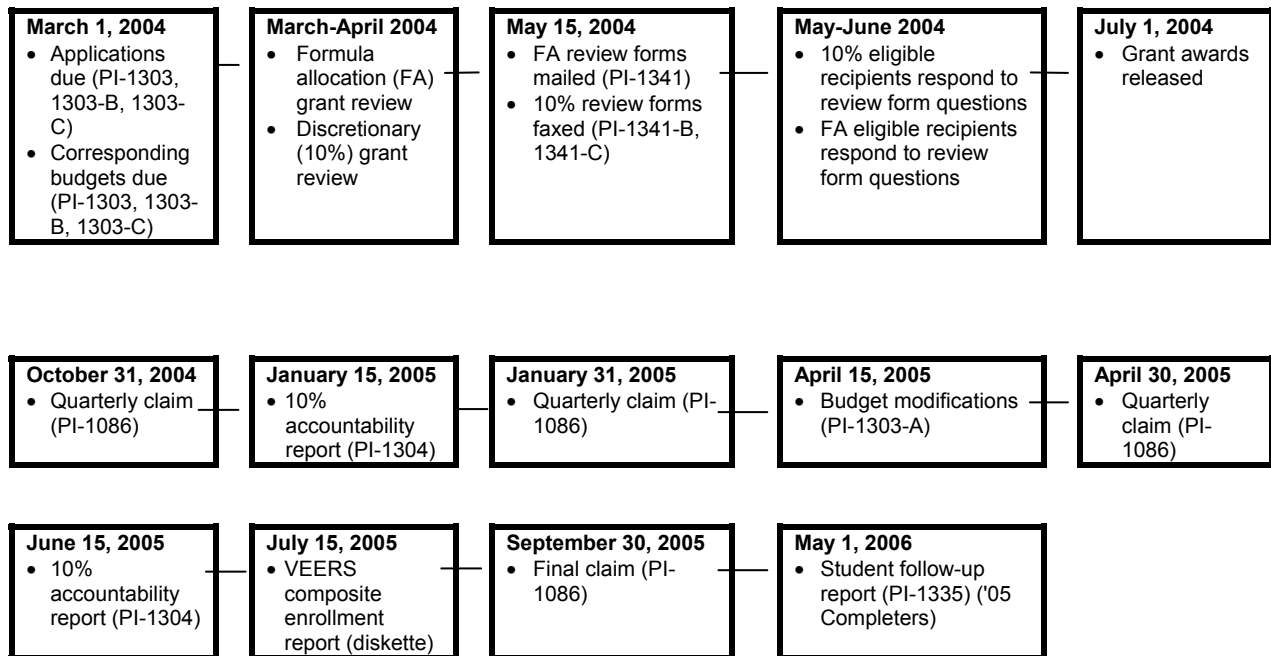
The following is a crosswalk of the VEERS Instructional Area Codes (IAC) relating to occupations defined by the Bureau of Labor as having a gender ratio less than three to one according to the 2000 census. When discussing NTO programming, only these occupations comply with the definition:

IAC_WI	IAC_WI_ND	IAC_Description	Discipline	CIP_6	Occupation
1.03	10300	Ag Production & Mgmt	AG	10301	Horticultural specialty farmers
1.05	10500	Ag Supplies & Services	AG	10501	Pest control occupations
3.04	30400	Forest Production & Processing	AG	30400	Timber cutting and logging occupations
8.01	80100	Apparel & Accessories Marketing	MK	80100	Sales workers, apparel
8.07	80700	General Marketing	MK	80700	Street and door-to-door sales workers
8.09	80900	Hospitality & Recreation Marketing	MK	80901	Hotel clerks
8.11	81100	Tourism & Travel Services Marketing	MK	81105	Transportation ticket and reservation agents
8.12	81200	Vehicle & Petro Products Marketing	MK	81200	Sales workers, motor vehicles and boats
12.04	120400	Cosmetic Services	WHE	120402	Barbers
12.05	120500	Culinary Arts & Related Services	WHE	120506	Butchers and meat cutters
15.01	150100	Architectural Engineering, Technical	TE	150101	Construction inspectors
15.03	150300	Electrical & Electronic Engineering, Technical	TE	150303	Electrical and electronic technicians
15.04	150400	Electro-Mechanical Instrumentation & Maintenance	TE	150402	Data processing equipment repairers
15.08	150800	Mechanical Engineering, Technical	TE	150803	Surveying and mapping technicians
20.02	200200	Child Care & Guidance Workers & Mgrs	WHE	200201	Child care workers
20.03	200300	Clothing Apparel Workers & Mgrs	WHE	200301	Dressmakers
20.06	200600	Custodial, Home Services Workers & Mgrs	WHE	200600	Cleaners and servants
22.01	220100	Law & Legal Studies	BE	220103	Legal assistants
25.03	250300	Library Assistant	BE	250301	Library clerks
43.01	430100	Criminal Justice & Corrections	TE	430102	Supervisors, Police and detectives...
43.02	430200	Fire Protection	TE	430203	Firefighters
46.01	460100	Masons & Tile Setters	TE	460101	Brickmasons and stonemasons
46.02	460200	Carpenters	TE	460201	Carpenters
46.03	460300	Electrical & Power Transmission Installers	TE	460301	Electricians
46.04	460400	Construction & Building Finishers	TE	460408	Electrical power installers and repairers
46.05	460500	Plumbers & Pipefitters	TE	460501	Painters, construction and maintenance
46.99	469900	Construction Trades, Other	TE	469900	Construction laborers
47.01	470100	Electrical & Electronics Equipment Workers	TE	470101	Electronic repairers, comm and industrial equipment
47.02	470200	Hvac & Refrigeration Mechanics	TE	470201	Stationary engineers
47.03	470300	Industrial Equipment Mechanics	TE	470302	Bus, truck, and stationary engine mechanics
47.06	470600	Vehicle & Mobile Equipment Mechanics & Repairers	TE	470603	Automobile body and related repairers
48.02	480200	Graphic & Printing Equipment Operators	TE	480201	Printing press operators
48.03	480300	Leatherworkers & Upholsters	TE	480303	Upholsterers
48.05	480500	Precision Metal Workers	TE	480501	Machinists
48.07	480700	Woodworkers	TE	480701	Cabinet makers and bench carpenters
49.01	490100	Air Transportation Workers	TE	490102	Airplane pilots and navigators
49.02	490200	Vehicle & Equipment Operators	TE	490202	Operating engineers
49.03	490300	Water Transportation Workers	TE	490306	Small engine repairers
51.06	510600	Dental Services	HO	510600	Dental laboratory and medical appliance technicians
51.1613	511613	Practical Nurse	HO	511613	Licensed practical nurses
51.1614	511614	Nursing Assistant / Aide	HO	511614	Health aides, except nursing
52.03	520300	Accounting	BE	520302	Billing, posting, and calculating machine operators
52.04	520400	Administrative & Secretarial Services	BE	520400	Receptionists

Carl Perkins Timeline

Introduction

The following is a timeline for processing 2004-2005 Carl Perkins applications and related reports:



APPENDIX M

Department of Public Instruction Fiscal Agent Policy

Introduction

1. Purpose

The purpose of this **Fiscal Agent Policy** document is to clarify the responsibilities of the entity that is providing fiscal management, accounting and reporting services on behalf of one or more participating organizations receiving funding under a grant or other award.

Local and intermediate educational agencies may function as fiscal agents with respect to programs administered by the Department of Public Instruction and funded by a variety of public and private sources. This policy provides guidance and establishes a minimum level of responsibility for those organizations providing fiscal agent services where the Department of Public Instruction has program oversight responsibility.

The underlying principles for this document are that the fiscal agent assumes full responsibility for the fiscal management of the grant funds and that the fiscal agent maintains sufficient documentation for the financial and compliance audit of the grant award.

The criteria for appropriate use of a fiscal agent is not part of this policy, but it is assumed that the decision to use a fiscal agent is based on specific grant requirements or efficiencies to be gained from the use of a fiscal agent.

2. Fiscal Agent Agreement

The use of a **Fiscal Agent Agreement** is encouraged. This document should clearly identify the responsibilities of both the fiscal agent and the individual grant recipients that are referenced as participating organizations. It should identify conditions where the agreement would be terminated and also the administrative fees for the fiscal agent. The **Fiscal Agent Agreement** may also be used to identify additional responsibilities such as program management or budget control.

3. Project Accounting

The Fiscal Agent is responsible for recording all grant receipts and disbursements. Where appropriate, the fiscal agent should maintain budgets for total program activity and the individual activity for entities participating in the program. The Fiscal Agent should establish a separate project account for each grant project... All project receipts and disbursements should be recorded in this account.

4. Reporting

The Fiscal agent is responsible for submitting all required reports to the funding organization. The participating organization(s) is responsible for providing the required program and other information to the Fiscal Agent in a timely manner to allow preparation of the required reports. Reporting responsibilities should be detailed in the **Fiscal Agent Agreement**.

5. Disbursing Funds

Generally, the Fiscal Agent will make all disbursements for the project. All transactions will be recorded in the project account established by the Fiscal Agent. Three levels of maintaining supporting documentation are allowable under this fiscal agent policy statement. In accordance with the underlying principle of this policy statement, sufficient documentation must be maintained by the fiscal agent to allow the fiscal agent's external

auditor to perform the fiscal and compliance audit of the grant award. An example of maintaining supporting documentation under level three documentation is available at http://www.dpi.state.wi.us/dpi/dfm/sfms/doc/fisagnt_example.doc.

Level one documentation

The fiscal agent will maintain requisitions, purchase orders, invoices, receiving reports and payment vouchers. Under this most controlled option, the fiscal agent is generally making all purchases for the participating organizations.

Level two documentation

The fiscal agent will maintain original requisitions, purchase orders, invoices, receiving reports and payment vouchers for direct expenditures made by the fiscal agent and will request and maintain from the participating organizations copies of the above expenditure documentation. Under this option the fiscal agent is making some purchases on behalf of the participating organization and maintaining **level one** documentation for these purchases. The participating organization is also making purchases and submitting copies of all supporting documentation to the fiscal agent.

Level three documentation

The fiscal agent will maintain original requisitions, purchase orders, invoices, receiving reports and payment vouchers for direct expenditures made by the fiscal agent. The fiscal agent will reimburse expenditures made directly by the participating organization(s), only after receipt of a detailed report of expenditures by the participating organization(s). This report must include all detail information on the expenditures, such as purchase order numbers, vendor name, invoice number, payment voucher number, date and etc. In accordance with the underlying principles of this policy, these disbursements must be adequately documented so that the fiscal agent's external auditor can audit the grant. In this situation, the external auditor may request the fiscal agent to obtain from the participating organization(s) copies of the supporting expenditure documentation needed for their audit testing. The fiscal agent may periodically also ask for such documentation to satisfy their responsibility as fiscal agents.

Under this fiscal agent policy, it is unacceptable for the fiscal agent to directly disburse grant funds to a participating organization prior to receiving supporting documentation for the disbursement of grant funds.

6. INVENTORY RECORDS

The fiscal agent is responsible for maintaining fixed asset records for any items exceeding the capitalization level of the fiscal agent. In addition, the fiscal agent is responsible for maintaining inventory records for any items- as required by the grant agreement. When grant assets are located at a participating organization(s), this location should be identified on the fiscal agent's inventory records. Verification of assets according to the fiscal agent's periodic inventory procedures should include those assets acquired as fiscal agents.

If the fiscal agent adopts a higher capitalization (or fixed asset inventory) level than they have adopted for their organization, but a level that still complies with the grant requirements, this should be noted in the **Fiscal Agent Agreement**. The entity that has physical custody of the fixed asset has the responsibility for providing insurance coverage if coverage is desired.

The financial reporting of these assets under the Governmental Accounting Standards Board statement number 34 (GASB # 34) or any subsequent accounting principle should be covered in the **Fiscal Agent Agreement**.

Example of a Consortium Where Level Three Documentation of the Fiscal Agent Policy is Used

A CESA enters into a fiscal agent agreement with five participating school districts with respect to a program administered by the Department of Public Instruction. The agreement establishes minimum level of responsibility for the CESA acting as fiscal agent. Per the agreement, CESA determines whether funds allocated are mutually beneficial to all members, records all grant receipts and disbursements appropriately in their general ledger and maintains sufficient documentation for use of the funds. To enable proper recording of grant receipts and disbursements, CESA establishes a separate project account for each grant project and records disbursements as such. They maintain budgets for total program activity and prepare required reports. CESA maintains documentation sufficient for both financial and compliance audits of grant award. For CESA to maintain sufficient supporting documentation there are three levels allowable under the fiscal agent policy. CESA may elect to use the least restrictive level of documentation which is level three.

The minimum level of documentation (level three) is when a participating organization (school district) requisitions expenditures allowable per the grant program, prepares the purchase order, receives the goods, receives and approves the invoice, disburses the funds in payment and records the expenditure on their general ledger. They are then responsible for maintaining supporting documentation. To be reimbursed by CESA, the district is required to prepare and submit a detailed report of the expenditures they have made. The report should include the following information:

<u>Purchase Order</u>			<u>Vendor</u>		<u>Invoice</u>			<u>Voucher</u>		
<u>Number</u>	<u>Date</u>	<u>Amount</u>	<u>Name</u>	<u>Number</u>	<u>Date</u>	<u>Amount</u>	<u>Number</u>	<u>Date</u>	<u>Amount</u>	

Once the district submits the above information to fiscal agent (CESA), it is reviewed and expenditures approved. The district records the reimbursement as payments for services from intermediate sources under source 517 if federal grant program and 515 if state grant program. The district maintains all supporting documentation to the detailed report but must make it accessible to CESA upon request. It is highly recommended that CESA occasionally request supporting documentation to ascertain that the district is maintaining proper support. The CESA auditor may request copies of supporting documentation at which time the CESA would obtain necessary documents from district.